



Chilham St Mary's CE Primary School

SEN POLICY & INFORMATION REPORT

Policy reviewed: November 2019
Next review due : September 2020

At Chilham St Mary's, we are a diverse, loving community of learners, committed to providing firm foundations where everyone can grow in the knowledge and power of God's love. We encourage and support every individual to explore and achieve their own potential, rooted within our unique, historic environment.

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- Ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- Ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.

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Involve parents, pupils, and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN.
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN support

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Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

Moderate/severe/profound and multiple learning difficulties

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The school currently meets the needs of one pupil with an Education, Health and Care Plan. 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.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data

- The views and experience of parents

- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will ensure that all transfers between Schools and Early Years settings are planned, monitored and supported to ensure successful outcomes for children.

In prepared for transition, all pupils have an induction session at their new school and extra sessions can be arranged for pupils with SEN if they need them.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Phonics overlearning
- Sound Progress
- Nesy reading/spelling/writing
- Trugs (Teach Reading Using Games)
- Extra reading sessions
- Language for Learning
- Numicon
- Social Skills
- Drawing and talking
- Sensory Circuits

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice

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

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 5 teaching assistants who are trained to deliver the interventions listed above.

Teaching assistants will support pupils on a 1:1 basis when a child has severe and complex needs.

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Teaching assistants will support pupils in small groups when a learning need is identified.

We work with the following agencies to provide support for pupils with SEN:

Speech and Language

Specialist Teaching and Learning Service

Occupational Therapy

5.9 Expertise and training of staff

Our SENCO is experienced in this role and has worked in various roles within primary education settings for the past fifteen years. Mrs Emma McQuillan is a qualified teacher and holds the National Award for SEN Co-ordination and a BA (1st class Hons) in Childhood Studies with SEN specialism. She has a Masters in Psychology, and is also a Level 3 Forest School Practitioner and an Accredited VIG Practitioner.

The SENCO is allocated two days a week to manage SEN provision.

We have a team of four teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in: Sensory Circuits, Numicon, Clicker 7, Letter-join, Makaton, ADHD, ASD and Forest School.

5.10 Securing equipment and facilities

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

This school will, as part of the normal budget planning, determine our approach to using our resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body will establish a clear picture of the resources that are available to the school and consider our approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks

Using pupil questionnaires

Monitoring by the SENCO/SLT

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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No pupil is ever excluded from taking part in these activities because of their SEN or disability.

This school strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the EEA Admissions Policy. According to the Education Act 1996, (section 316), if a parent wishes to have their child with a statement educated in the mainstream, the EEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

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 regularly review and make improvements (see accessibility plan).

5.13 Support for improving emotional and social development

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 for instance circle time, PSHE, and indirectly with every conversation adults have with pupils throughout the day.

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.

For some pupils with the most need for help in this area we also can provide the following: social groups, Drawing and Talking, external referral to CAMHs or CHATTs, time-out space for pupil to use when upset or agitated etc.

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.

5.14 Working with other agencies

The governing body have engaged with the following bodies:-

- Free membership to LIFT for access to specialist teaching and learning service
- 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. SENCO forum, SENCO HUB

5.15 Complaints about SEN provision

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO and then Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

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Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

There are some circumstances, usually for children who have a Statement of SEN/EHCP 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.

5.16 Contact details of support services for parents of pupils with SEN

Information, Advise and Support service Kent (IASK) support families of children and young people (0 – 25 years) with special educational needs or disabilities. They hope to empower parents to make informed choices about their children's education and communicate confidently. They can be contacted on

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

Website: <http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent#>

5.17 Contact details for raising concerns

Mrs McQuillan is available at senco@chilham.kent.sch.uk and via the school office on 01227 730442.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Emma McQuillan every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Positive behaviour

Equality information and objectives

Supporting pupils with medical conditions

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