



Priory Infant School

## Special Educational Needs & Disabilities 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:

Physical Handling Policy, Behaviour Policy, Equalities Policy, Safeguarding Policy and Complaints Policy.

This policy was developed in consultation with parents of children with Special Educational Needs and the Governing Body and will be reviewed annually.

### **Definition of SEN**

A child 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 has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

### **Definition of disability**

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 Priory Infant School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or EHCP (Education, Health and Care Plan). Eg. dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and social, emotional and mental

health needs. 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 currently meets the needs of pupils with a statement / EHCP with the following kinds of special educational need: Speech, Language and Communication and Autism. Decisions on the admission of pupils with a statement / EHCP are made by the Local Authority.

Priory Infant School's admission arrangements for pupils do not discriminate against or disadvantage disabled children or those with special educational needs.

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

At Priory Infant School we monitor and assess the progress of all pupils five times a year to review their academic progress. 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 and this is recorded on the **termly class provision map**.

eg. Soundwrite groups, Better Reading Partnership (BRP), Precision Teaching, English and Maths interventions, Speech and Language support and OT support such as FIZZY.

Some pupils may still not make adequate progress, despite high-quality teaching and interventions 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.

eg. Speechlink and Language link, LUCID Cops, Language for Learning Screening, Boxall profile.

We have access to external advisors who are able to use the following assessment tools: Cognitive Learning Assessments and the British Vocabulary Picture Scale.

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 being refined or 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. 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.

### **Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans**

#### **How the school evaluates the effectiveness of its provision for such pupils:**

Any child accessing SEN Support will feature on the Class Provision Map. Assessments will be completed each term which will show whether adequate progress is being made. This information will be discussed with the parents and child at least 3 times a year.

*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

All pupils deemed to be in need of SEN Support will be discussed individually at termly reviews to track their progress closely and evaluate the effectiveness of interventions.

The progress of children with SEN Support and the effectiveness of provision provided will be reported to the governing body annually.

### **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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Senior leaders at Priory Infant School will 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)*

At Priory Infant School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards [[www.kelsi.org.uk](http://www.kelsi.org.uk)] 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.

These include:

one to one tutoring, precision teaching, counselling, play therapy, small group teaching, use of ICT software learning packages, nurture group. 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 Priory Infant School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors discuss and make improvements as part of the school's accessibility planning annually.

eg. In August 2015 improvements to the external play areas were made in response to a visually impaired child starting school following advice from the VI service.

### **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.

Interventions we currently offer are:

- Precision Teaching
- Speech and Language Therapy
- Language/Speech link programmes
- Language for Learning
- Better Reading Partnership
- Reading and Writing Blitz
- Nurture group
- Sensory Circuits
- FIZZY
- Clever Hands
- Behaviour support

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 Local Authority should provide top-up to the school.

### **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 Priory Infant School are available to pupils with SEN either with or without a statement / 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 Priory Infant School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly 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:

Nurture group, Play Therapy, time-out space, referral to CAMHS or Orchard House.

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

The Inclusion Manager at Priory Infant School is Mrs Pugh, who is a qualified teacher and is undertaking the National Accreditation for SENCos.

Mrs Pugh is available on 01843 593105 or [senco@priory.kent.sch.uk](mailto:senco@priory.kent.sch.uk).

### **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 have had Precision Teaching, Language for Learning and Autistic Spectrum Disorder training.

Some teachers and teaching assistants have also had training in the following :

- Proact SCIP Handling
- Diabetes
- Elective mutism
- Better Reading Partnership
- FIZZY
- Sensory Circuits
- Dyslexia
- ADHD,
- Nurture Group & Attachment Disorder
- ASD in Girls

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:

- Virtual School Kent
- FISS (Foreland Inclusion Service)
- Laleham Gap Outreach
- St Anthony's Outreach,
- Educational Psychologist
- Speech and Language Therapy,
- Occupational therapy,
- STLS (Specialist Teaching and Learning Service)

The cost of training is covered by the notional SEN funding.

### **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 Priory Infant School are invited to discuss the progress of their children at two parents' evenings and receive a full written report at the end of term 6. In addition we are happy to arrange meetings outside of these times.

In addition to this, parents of pupils with a statement of SEN / 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.

### **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 special educational provision is being made for him or her, the pupil will have their intervention explained to them as part of child-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.

### **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 Priory Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, Inclusion Manager, Deputy Headteacher or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN 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 for access to specialist teaching and learning service
- A Service Level Agreement with the Educational Psychology service for 3 days per year
- 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 NASEN, SENCo Forum, AEN Update and Christchurch University SENCo Accreditation course
- School Nursing Service
- Access to Early Help services in the local area.

### **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 and

Minicom: 0300 333 6484

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

<http://www.kent.gov.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 Priory Infant 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. All vulnerable SEN children will be given a transition booklet to familiarise themselves with their new setting and be assigned to a member of support staff for a short transition period to ensure all needs are met and identified. Arrangements will be made for additional 'move up days' within the school where further visits to their new year groups are required. Visits to preschool settings and homes are undertaken by the Inclusion Manager and Reception staff.

We also contribute information to a pupil's onward destination by providing information to the next setting/Junior school. The Inclusion Manager and Year 2 class teachers will meet with the representative from the destination school. Vulnerable SEN children will be given the opportunity to carry out further visits to their school if it is felt it is needed.

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

The local authority's local offer is published on [www.kelsi.org.uk](http://www.kelsi.org.uk) and parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

This policy was developed by the Inclusion Manager with support from the Local Authority, parents with children with SEN, representatives from the governing body and teaching staff. This will be reviewed annually.

Approved by the GB : 2<sup>nd</sup> November 2016

To be reviewed annually.