



Special Educational Needs and Disability Policy

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This policy is written in line with the requirements of: Children and Families Act 2014

SEN Code of Practice 2020 and 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
- Home School Agreement
- Equality Policy
- Safeguarding Policy
- Complaints Policy
- Teaching and Learning Policy

This policy was developed through consultation with parents/carers, representatives from the governing body, including parents of children with special educational needs and will be reviewed annually.

Definition of SEN (Special Educational Need)

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, p 15*)

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*)

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

At Platt CEP School we endeavour to make provision for every kind of frequently occurring special educational need without an EHCP (Educational Health Care Plan). These include but are not limited to; Dyslexia, Dyspraxia, Speech and Language needs and Autism.

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 in order to support those needs effectively.

The school also currently meets the needs of pupils with an EHCP. 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 EHCP do not discriminate against or disadvantage disabled children or those with SEN.

How we identify and make assessment of pupils with SEN

At Platt CEP School we formally monitor the progress of all pupils three times a year to review their academic progress. We also informally discuss pupils who we have concerns about more frequently. We also use a range of assessments; these include Y1 Phonics Screening, White Rose Assessments and Speech and Language Link (Speech and Language Assessment) as appropriate.

Where progress is not sufficient, even if special educational need has not been identified, we put in place support to enable the pupil to catch up. This can include pre-teaching sessions, additional small group work, bespoke intervention programmes and one to one support. Children who are identified for these provisions may catch up with their peers and then reduce their intervention or they may continue to be identified for additional support. This is discussed with class teachers on an ongoing basis in order to reach individual needs.

Some pupils may continue to make inadequate progress, despite the high-quality teaching interventions. For these pupils parents will be consulted on how we can best determine the cause of the learning difficulty. This could include screening checks which we will run internally such as dyslexia screeners or we may access external advisors through the Specialist Teaching Service (STLS) in attendance at Surgeries and LIFT.

The purpose of these more detailed assessments are 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 an Individual Education Plan (IEP) and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has SEN because the school is providing 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. When any change in identification of SEN 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.

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

-How the school evaluates the effectiveness of its provision for such pupils

Each review of the IEP will be informed by the views of the pupil (if age appropriate), parents and class teachers and the assessment information gathered which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 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 an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

-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 SEND needs may have more frequent assessments of reading age, spelling age etc. 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 the SEN support plan will be reviewed and adjusted.

-The school's approach to teaching pupils with special educational needs

Quality first 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 SEN most frequently encountered (*SEN Code of Practice 2015, 6.37*).

At Platt CEP School the quality of teaching is judged to be good and we have regular CPD to ensure that all staff are updated on the SEN code of Practice and the expectations of teaching. We follow the Mainstream Core Standards [<http://www.kelsi.org.uk/specialeducation-needs/special-educational-needs/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; for example, small group teaching, intervention groups, BRP, computing software learning packages, online learning, precision teaching, mentoring and Speech and Language Therapists. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' and High Needs Funding.

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

At Platt CEP 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 EHCP's.

This year, we will be focusing on developing (or continue to develop) these areas:

- Investment in Staff training – Fresh Start, Junior Speech and Language Link, IEP creation.
- Specialist training via Nexus STLS for teachers (where appropriate to meet the needs of individual children in class).

- Intervention groups led by teaching assistants trained in a specialised area to be monitored more frequently.
- Continue to ensure Sensory circuits and BEAM to be delivered consistently.
- Specific SALT TA to deliver intervention following on from assessment.

-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 or better in the school and that there are sufficient resources for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and each year group have provision maps designed specifically for the needs in that class. 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. If this is the case high needs funding would be considered (please see appendix for a more detailed criterion).

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 Platt CEP School are available to pupils with or without an EHCP. Where it is necessary, the school will use the resources available to it to provide additional support to enable the safe participation of the pupil in the activity. Individual risk assessments may be undertaken and shared with the parent beforehand and should the risk be deemed too high we will discuss with families a support process.

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

At Platt CEP 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 for instance through PSHE, circle time, planned emotional support and indirectly with every conversation adults have with pupils throughout the day. Our school values and daily conversations build the key relationships that are so important in this area.

For some pupils with significant need for support we can also provide the following

(These are decided on a case by case and need basis):

- Access to specialised teaching assistant for emotional needs (Surgeries and LIFT)
- Referral to CYHPS - Children and Young adults

- Tier 2 Counselling Referrals
- Referral to Early Help - Family Support Workers
- Agencies access through the Early Help Service
- Emotional support
- Allocated time-out space for individual children
- External referral to CAMHS, Young Healthy minds, Family matters, Specialist counselling services
- Social, Emotional and Mental Health support (SEMH)
- Family Liaison support (FLO)
- ELSA trained TA in school

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.

Parent support is extremely important for all SEN children but we feel is key for this area. We meet with families and hope to support them with links to support networks and strategies to help at home.

The name and contact details of the SEN Co-ordinator

The SENDCO at Platt CEP School is Justine Smith, who is a qualified teacher and has been accredited by the National Award for SENDCO Accreditation at Canterbury Christ Church University in May 2015. Justine has also completed a post-graduate qualification Specialist Assessment of a Specific Learning Difficulty: Dyslexia.

Justine Smith is available on 01732 882596 or justine.smith@platt.kent.sch.uk

Her current working days are Monday, Wednesday and 9:30-1:30 on Friday.

Samantha Gillham (Hawkins) has joined the SEND team as a SEND assistant – her role is to provide support to families in a FLO capacity as well as SEMH support to the children. Her working days are Monday- Friday (all day) and can be contacted on 01732 882596 or sam.gilham@platt.kent.sch.uk.

Natalie Sutton will be our SALT TA – her role will be to provide intervention for those children under external NHS SALT support, recently discharged children and those highlighted by Infant or Junior Speech and Language Link assessments as needed further intervention. Natalie will work Tuesday and Thursday afternoons in this role.

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

Most teachers and teaching assistants have had the following awareness training:

- Dyslexia and dyscalculia Training
- Guided Reading
- Behaviour Management
- Autism Awareness
- Phonics teaching - Read Write Inc. (KS1)
- Attachment
- Talk for Writing

All teachers and teaching assistants have had the following training:

- Safeguarding including using CPOMS software
- Positive Handling
- KCSIE update (Keeping children safe in Education)

Training records are kept in school for individual staff and regularly updated.

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, Grange Park, Educational Psychologist, Speech and Language therapist, Physiotherapist and dyslexia specialists. 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 Platt CEP School are invited to discuss the progress of their children formally during the annual parent consultations. 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 used as part of the progress reviews. Parents will also receive a letter detailing which interventions their child is receiving three times a year.

The majority of the children on the SEN register will have their own personalised provision plan and this will be updated and discussed with parents in a meeting with the SENDC and class teacher at an SEN review meeting – parents are invited to make an appointment three times a year (end of terms 2, 4 and 6).

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. With the help of these assessments the SENDCO and teachers may identify the pupil as having SEN because of special educational provision being made. The parents/carers will be invited to planning and reviews of this provision. Parents will be supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an EHCP 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 SEN 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. (This will be if age and communication levels are appropriate). 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 Platt CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns initially with the class teacher, then a member of the Senior Leadership Team or the SENDCO and finally the 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 school / 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
- 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
- SENDCO regularly attends AEN update meetings and SENDCO forums.
- Increased the SEND team to include SEN Assistant/FLO and SALT TA.

The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000412412 **E-mail:** iask@kent.gov.uk www.kent.gov.uk/iask

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 Platt CEP 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. To enable a smooth transition we aim to conduct home visits, meeting with parent/carers, meetings with pre-school or prior setting and meetings with the Secondary schools.

We also contribute information to a pupils' onward destination by providing information to the next setting. We conduct transition meetings with secondary schools and the next school as well as invite secondary school colleagues to relevant meetings.

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

The local authority's local offer is published on www.kelsi.org.uk/special-educationneeds/special-educational-needs and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.