**WEALD COMMUNITY PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

This policy is written in line with the requirements of:

Children and Families Act 2014

SEND Code of Practice 2015 (Section 6)

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on School – Special Educational Needs Co-ordinators

Section 69 Schedule 1 regulation 51 – Information included in the SENDD information report (on the website)

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: Positive Behaviour Policy, Equalities Policy, Safeguarding Policy, Teaching and Learning Policy, Marking Policy, Homework Guidelines, Complaints Policy and Accessibility Plan

This policy has been developed in consultation with the leadership team, teachers and teaching assistants, parents and carers, representatives from the governing body and parents of children with special educational needs. The policy will be reviewed annually.

**Who is the Leader of Learning Success? (SEND Co-ordinator?)**

The Leader of Learning Success (SENCo) at Weald Community Primary School is **Mrs Belinda Brown.** She is a qualified teacher and has held the post since September 2017.

Contact details:

Email: [bbrown@weald.kent.sch.uk](mailto:bbrown@weald.kent.sch.uk)

Tel: 01732 463307

Mrs Brown’s days are Wednesday and Thursday

**What is the definition of SEND?**

The definition of SEND in the new Code of Practice is a child who has 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:

* Has a significantly greater difficulty in learning than the majority of others of the same age; or
* 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 a mainstream school *(SEND Code of Practice 2015 page 4)*

**What is the definition of disability?**

*Many children and young people who have SEND 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’* SEND Code of Practice (2014, p5)

**What are the kinds of special educational needs for which provision is made for at the school?**

At Weald Community Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP) *(formerly a statement of special educational needs)*: for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, Asperger’s syndrome, Down syndrome, learning difficulties and behaviour difficulties. If the ‘need’ was considered to be severe we may seek advice whether to pursue an EHCP. 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.

At the time of publication the school has 3 pupils with an EHCP. In the past the school has supported pupils with statements for autism, Asperger’s syndrome, ADHD and Down syndrome. Decisions on the admission of pupils with an EHCP 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 special educational needs.

**How does the school identify, assess and review pupils with SEND?**

At Weald Community Primary School we continuously track and monitor the academic progress of all pupils; reviewing six times a year at Pupil Progress Meetings led by the leadership team and class teacher. Parent consultations with the class teacher are held for all pupils twice a year in the autumn and spring terms and a third meeting is held in the summer term specifically for SEND children and their parents only. The Leader of Learning Success (SENCo) will be available to discuss a child’s SEND needs at all these meetings. An annual report to parents is published in July. The Leader of Learning Success (SENCo) and class teachers are available to meet with parents by appointment at any time during the school year to discuss a child’s progress.

We carry out the following tests, but pupils are continuously assessed in literacy and numeracy on an informal basis.

|  |  |  |
| --- | --- | --- |
| Year Group | Test | When |
| Year R | Language Link | First Term |
| Year 1 | Knowledge and understanding of Phonics | Summer Term |
| Year 2 | Knowledge and understanding of Phonics (for those who did not pass Year 1 Phonics test) | Summer Term |
| Years 2 and 6 | SATS | Summer Term |

Pupils with special educational needs may have more frequent assessments to ascertain detailed information about reading comprehension, writing or maths difficulties.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This support is logged on a Class Provision Map which is reviewed every term.

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 screening/assessment tools to determine the cause of the learning difficulty. We have access to external advisors and the specialist teaching service who can advise on additional approaches to help pupils move forward with their learning. These will be shared with parents and put into a Personalised Plan. At this point we will have identified that a pupil has a special educational need because the school is providing support for the pupil which is additional to and different from that which is normally available.

If a pupil is able to make good progress using additional and different resources *(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. At Weald Community Primary School, we also monitor the needs of a number of vulnerable groups of pupils on our Additional Educational Needs Register. These pupils may need support to continue to make progress and, if so, will also have a Personalised Plan to monitor their progress. With any changes in identification of SEND, parents will be notified and the Personalised Plan and Class Provision Map discussed and adjusted accordingly.

**How does the school evaluate the effectiveness of its provision for SEND and other vulnerable pupils?**

Each review of the Personalised Plan and Class Provision Map will be informed by the views of the pupil, parents, class teachers and teaching assistants and shared at parent consultations. Assessment information from teachers will also show whether adequate progress is being made.

The SEND 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 an EHCP (Educational, Health and Care Plan) there will be an annual review of provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of the evaluation of effectiveness and impact of support interventions will be reported to the governing body.

**What is 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, 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 SEND most frequently encountered.’* SEND Code of Practice (2014, 6.37)

At Weald Community Primary School the quality of teaching is judged to be good (Ofsted June 2016) We follow the Mainstream Core Standards for all Learners

<http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx>

This is the 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, one to one tutoring, peer mentoring, use of ICT software learning packages.

**How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

At Weald Community 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 aim to make all our classrooms ‘dyslexia friendly. We incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in a statement of SEND or EHCP.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the governors have recently made the following improvements as part of the school’s accessibility planning:

Physical Environment:

* Access and Health Care Plans in place for individual medical requirements
* Coloured edges of stairs
* Accessible parking bays for disabled staff / visitors
* Accessible toilet for disabled pupils / staff / visitors with shower
* Ramp from front gate to playground
* Microphones and sound system in the hall

Curriculum:

* Visual timetables used in all classrooms
* Range of teaching methods and styles used to facilitate access for all pupils
* Range of curriculum support equipment purchased / sourced to support access as required
* Range of support programmes accessed / staff trained to deliver e.g. Lego Therapy
* Staff training on autistic spectrum conditions
* TAs / HLTAs on a cycle of training
* Liaison with external services and agencies regarding individual pupils
* Specific interventions as / when required.
* Access arrangements made for external exams (Extra time, Reader etc)
* Progress reviews with children to enable them all to discuss their learning
* Using relevant levelling and gap analysis to measure progress and achievement and set attainable targets with high expectations
* Ensuring school trips / visits are accessible for all students
* Anti-Bullying Awareness
* Mental Health week
* Pupil Forums
* Assemblies
* PSHE classes ongoing
* Challenge of stereotyping through curriculum opportunities

***See Accessibility Policy on “Policies” page of school website***

**What additional support and resources are available to pupils with special educational needs?**

As part of our budget we receive ‘notional SEND funding.’ This funding is used to ensure that the quality of teaching is good in the school and there are sufficient resources to deploy additional and different teaching for pupils with SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of interventions we can offer is on our SEND Information Report.

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. Above that amount, the Local Authority should provide top up to the school. This is called High Needs Funding which the school can apply for directly from KCC.

**How does the school enable pupils with SEND to engage in school activities (including physical activities) inclusively with all pupils?**

All clubs, trips and activities offered to pupils at Weald Community Primary School are available to pupils with special educational needs and disabilities alongside all pupils. Where it is necessary, the school will use the resources available to it, to provide additional adult support, to enable safe participation of the pupil in the activity.

**What kind of support is available for improving the emotional and social development of pupils with special educational needs?**

At Weald Community Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through assemblies and direct teaching for instance as part of Spiritual, Moral, Social and Cultural development programme (SMSC*),* circle time, our buddy system; and indirectly with every conversation adults have with pupils throughout the day.

For some children with the most need for help in this area we can also provide mentor / nurture time with a designated member of staff with whom the child is most comfortable, an older playground or lunchtime buddy, time out space for a pupil to use when upset or agitated, or access to a counsellor through CHYPs (Confederation of Heads of Young People’s Services) - previously known as CAMHS (Child and Adolescent Mental Health Services).

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.

**What expertise and training do staff have in relation to children and young people with special educational needs? How will specialist expertise be secured?**

All members of staff have had child protection training and first aid training. One member of staff has enhanced first aid training and two others are paediatric first aid trained.

Teachers and teaching assistants have had awareness training for many different areas of SEND, and staff share their knowledge and understanding in staff meetings. Staff access training through Specialist Teaching and Learning and Outreach services. Awareness training for dyslexia, autistic spectrum disorder and dyscalculia, Beam and Jump Ahead, Sensory Circuits, Lego Therapy, moving and handling, attachment theory, writing social stories and managing hearing impairments are some examples of training undertaken by members of staff. INSET days also offer workshops to enhance their skills and understanding. We can approach local providers for training needs including Valence special school, called LIFT (Local Inclusion Forum Team). The cost of training is covered by the notional SEND funding.

**How will equipment and facilities to support children with special educational needs 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 SEND 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.

**What are the arrangements for consulting with parents and pupils with special educational needs about their education and involving them?**

All parents of pupils at Weald Community Primary School are invited to discuss the progress of their children twice a year and receive a full written report annually. In addition we are happy to arrange meetings outside these times. 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 progress will be recorded, tracked and evaluated on a Class Provision Map.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss how to move forward with assessment and additional support to help us address these needs better following the Plan, Do, Review format. From this point onwards the pupil will be identified as have special educational needs because special educational provision is being made. Parents will be invited to planning and reviews and will be actively supported to contribute.

Pupils with an ECHP will, in addition, be invited to a review three times a year which, wherever possible will include other agencies involved with the pupil.

When a pupil has been identified to have special educational needs because special provision is being made for him or her, the pupil will be consulted in an age-appropriate way using a Personalised Plan and they will be involved in the planning and review process.

**What are the arrangements made by the governing body for 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 Weald Community Primary School are used for complaints about provision for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, the Leader of Learning Success/SENCo (Mrs Brown) and the Headteacher (Mr Pyle) 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 contacted. If it remains unresolved after this, the complaint 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 cases, usually for children who have a statement of SEND where there is a statutory right for parents to appeal against the decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**How does the school and governing body involve outside agencies (including health and social services, local authority support services and voluntary organisations,) in meeting the needs of pupils with special educational needs and supporting their families?**

The Leader of Learning Success (SENCo) at Weald Community Primary School has regular meetings with the SEND Governor six times a year.

The SEND Governor is Mrs Sarah Muscat.

The Leader of Learning Success (SENCo), on behalf of the governing body has engaged with the following bodies:

* Free membership to LIFT (Local Inclusion Forum Team) to the specialist teaching and learning service
* Virtual School of Kent (VSK) to support children in care
* Access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
* Ability to make requests for advice for Communication and Assistive Technology Team etc
* Access to the Kent Educational Psychology service. The school does not have a service level agreement with the Kent EP service. However, Kent EP services can be accessed and paid for on an ad hoc basis.

**Where can parents of children with special educational needs go for advice and support?**

Information, Advice and Support Services Network (IASK) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child’s education. They can be contacted on

**HELPLINE:** 03000 412 412

**Website:** [**www.kent.gov.uk/iask**](http://www.kent.gov.uk/iask)

**What are the school’s arrangements for supporting pupils with special educational needs in transferring between pre-school and primary school or primary to secondary school?**

At Weald Community 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. We hold transition meetings for incoming pupils with parents and teachers (if possible.) We contact previous schools by email and phone to get background on the previous setting or school. We can also provide Transition Booklets to help raise a visual awareness of the child’s new setting.

We also contribute information to a pupils’ onward destination by providing information to support a smooth transition to the next school. The SENCo liaises with secondary schools and arranges additional transition visits as appropriate.

**Where can I find information about the local authority’s local offer?**

The Kent local authority offer for SEND is published on the web and can be found via this link:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the Leader of Learning Success (SENCo) for support to gain the information they require.

The SEND policy, in line with the new Code of Practice for special educational needs and disabilities 2015, has now been published on the website. We invite parents to comment via email to: [bbrown@weald.kent.sch.uk](mailto:bbrown@weald.kent.sch.uk)