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**SEND policy**

**(including SEND Information Report)**

Date written: November 2023

Date agreed and ratified by Governing Body: November 2023

Date of next review: September 2024

# 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 (SEND)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**Introduction**

This policy is written in line with the requirements of:

* Children and Families Act 2014
* SEN Code of Practice 2015
* Equality Act 2010
* Keeping Children Safe in Education

This policy should be read in conjunction with the following school policies:

* Accessibility Plan
* Equal Opportunities Policy
* Child Protection Policy
* Complaints Policy
* Anti-bullying Policy
* Pupil Premium Srategy Statement

The SENCO at Weald Community Primary School is Holly Taylor, who is a qualified teacher and holds the National Award for SEN Co-ordination (NASENCO). She also holds the following qualifications: BA (Hons) Degree, MA (Hons) Degree.

She is available on 01732 463307 or holly.taylor@weald.kent.sch.uk

The SENCO will:

* Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEND support
* 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 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 SEND up to date

**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:

1. Has a significantly greater difficulty in learning than the majority of others of the same age; or
2. 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.

*SEND Code of Practice (2015, p15-16)*

**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’.

*SEND Code of Practice (2015, p16)*

**SEND Information Report**

1. **The kinds of special educational need for which provision is made**

At Weald CPS we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties, to name just some.

The school can also meet the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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

At Weald CPS, we monitor the progress of all pupils three times a year to review their academic progress in Maths, Reading, Writing and SPAG and other developmental areas. We use assessment tools in these subject areas and attainment is recorded on Arbor. This is clearly colour coded so we can see the progress each child has made in relation to their unique starting points.

We also use a range of assessments with all the pupils at various stages: Speech and Language Link screening in Year R, phonics screening in Year 1 and spelling and multiplication tests in Key Stage 2.

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. Please see the flow chart below for our graduated approach to identification and monitoring.

We acknowledge other factors may impact on progress and attainment e.g., attendance and punctuality, health and welfare, English as an Additional Language, being in receipt of pupil premium funding; however, we know that these alone do not constitute a special educational need.

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 to determine the cause of the learning difficulty. 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. Assessment results will be shared with parents, and, if necessary, outcomes/targets will be put into a Personalised Plan. These will be reviewed and updated three times yearly. 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 as having special educational needs. When we have identified a special educational need, parents of that child 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.

**FLOWCHART FOR IDENTIFYING AND MONITORING SEN**

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1. **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**

Each review of the Personalised Plan will be informed by the views of the pupil, parents and class teacher (including assessment information if applicable), which will show whether adequate progress is being made.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress as:

* Significantly slower than that of their peers starting from the same baseline
* Failing to match or better the child’s previous rate of progress
* Failing to close the attainment gap between rate of progress
* Widens the attainment gap

For pupils with an EHC Plan there will be an annual review, as well as two in-year meetings to track the provision made for the child, which will enable evaluation of the effectiveness of the special provision – this information is shared with the local authority. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

For pupils without an EHC Plan, but with an SEND, there will be three review meetings yearly, which will enable evaluation of the effectiveness of the special provision set out in their Personalised Plan.

Although we set meeting dates for the evaluation of provision, we welcome parents to make an appointment to discuss their child at any time throughout the year, either with the class teacher or SENCO.

**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 special educational needs may have more frequent assessments.

If these assessments do not show adequate progress is being made, the Personalised Plan will be reviewed and 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 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 most frequently encountered SEND*.*

*SEND Code of Practice (2015, p99 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council, to ensure that our teaching conforms to best practice. The Mainstream Core Standards can be found at <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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

At Weald CPS, 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 requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors make ongoing improvements as part of the school’s accessibility planning (see Accessibility Plan).

**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 SEND support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a high level of resource is required – these pupils are referred to as High Needs Pupils. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs. Schools can then apply for further funding through the local authority (KCC) for Higher Needs Funding (additional top up funding), where the cost of the SEND provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).

**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 Weald CPS are available to pupils with special educational needs, with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil with SEND in the activity. However, if there are concerns for a pupil’s safety, or for that of others e.g., accompanying peers or adults, they can be withdrawn from the activity, or must be supervised by a parent throughout the visit. Should it be deemed necessary for a pupil to be withdrawn from the trip alternative educational provision will be provided.

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

At Weald CPS, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through both direct teaching, for instance in PSHE lessons, peer to peer interventions and whole school assemblies, 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 will enhance the pastoral provision for that child and, if necessary, a referral to the School Health Team or NHS CYPMHS (formally CAMHS) can be sent.

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.

1. **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 Weald CPS are used for complaints about provision made for special educational needs (see Complaints Policy). We encourage parents to discuss their concerns with the class teacher in the first instance. If they still feel the issue is unresolved then they are welcome to make contact with the SENCO. The Headteacher can also be contacted to resolve the issue before making a formal complaint 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 parents seeking an EHC Plan for their child, 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.

1. **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 2015, 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 413000

**OFFICE:** 03000 412412

**EMAIL:** iask@kent.gov.uk

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

1. **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 Weald CPS, 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. Transition meetings are held for some children with SEND when starting school. Early Years setting staff meet with school staff and parents to discuss how to ensure a child’s needs are met in their new school.

We also contribute information to a pupils’ onward destination by providing information to the next setting. We will share relevant information with the receiving secondary school’s SEND departments so as to facilitate smoother transition. Children who are struggling with transition are helped in many ways, for example: additional transition meetings; sessions at new school supported by SEND staff; transition booklets etc.

Pupil files are forwarded to a new school on request should a child move schools outside of the usual transition points.

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

The local authority’s local offer is published on

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

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.