



Fawkham CE Primary School

Policy for SEN&D

March 2021

**Produced by Headteacher, SENCo and a group of
volunteer parents.
Updated by SENCo**

Fawkham C of E Primary School

SEN&D Policy

*The work of our school, underpinned by our core Christian Values:
Respect, Caring, Friendship, Honesty, Forgiveness and Responsibility*

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

We value diversity and promote equal opportunities for all.

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:

Antibullying and harassment, behaviour management, child protection and safeguarding, equal opportunities, exclusions, gender equality, gifted and talented, LAC, pupil premium, racial equality, single equality, Traveller, Gypsy and Roma.

This policy will be reviewed annually.

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:

- (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)*

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

At Fawkham CEP School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties, ADHD and behaviour and emotional difficulties. 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.

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 school currently has no children with an Educational Health Care Plan. 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.

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

At Fawkham CEP School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points: Y1 phonics screening, speech link, SATs papers, Rising Stars Progress tests, SPAG test and NFER tests.

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. Examples of extra support are differentiated teaching, booster groups, small group learning, individual reading, TA support and 1:1 time with TA. Class teachers identify children in lessons that may need extra support and interventions then take place immediately and as often as possible, the same day – these are called ILL – Instant Impact Interventions, these are recorded on our Distant Mark Sheets that complement our Assessment and Feedback Policy. Booster groups and extra support are recorded on class provision maps and individual IEPs which are working documents and these are analysed three times a year.

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. At Fawkham CEP School we are experienced in using the following assessment tools:-

- NEALE Reading Test
- WRAT – Wide Range Attainment Test and WRIT – Wide Range Intelligence Test
- BVPS – British Picture Vocabulary Scale – Receptive vocabulary test

And we have access to external advisors who are able to use other assessment tools. New assessments are often bought in when necessary these resources are continuously being added to.

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 Personalised Plan and reviewed regularly, and refined / 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. Some tests cannot be carried out with children under a certain age. However, children do not need to be given labels to receive the extra support that they might need and in these cases teacher assessments will help to decide what support individual children need.

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.

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

3a How the school evaluates the effectiveness of its provision for such pupils

As a school, we have adopted the graduated approach to SEN. This takes the form of a four-part cycle (assess, plan, do, review). Throughout the cycle, actions are reviewed and refined leading to a growing understanding of the pupil's needs and what supports them in making good progress and securing good outcomes. Each review of the personalised plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. Parents will meet with the class teacher and SENCo, if necessary, each time their child's personalised plan is reviewed and will be encouraged in taking an active role in the reviewing and updating process of their child's personalised plan. Ultimately, all personalised plans will be jointly produced by the class teacher, the SENCo and the parents/carers.

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

For pupils with or without a statement of special educational needs / Education, Health and Care Plan 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.

3b 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 six times per year and any personalised plans will be updated in light of the most current assessments. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Fawkham CEP School are: refer to list in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

Teachers analyse assessments and if these assessments do not show adequate progress is being made the personalised plan will be reviewed and adjusted. The SENCo will monitor the progress of children with SEN and review this against any personalised plans or provision maps in place.

3c 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 SEN. 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 (2014, 6.37)*

In Fawkham CEP School the quality of teaching is judged to be good in our last Ofsted inspection, July 2018, and the school is working hard to ensure all teaching is outstanding.

We follow 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 e.g. BEAM, BEAM+, Clever Fingers, counselling and small group teaching.

A strong emphasis is placed on ensuring all children have a smooth transition when moving to a new class. At Fawkham CEP School we provide the children with transition days to meet their new teacher and spend time in their new classrooms, ensuring they are aware of the expectations and changes that will be taking place. Extra support is put in place for pupils with special educational needs, such as transition books, extra transition days and if necessary the SENCO and class teacher will meet with parents. In the reception class, the class teacher and teaching assistant will visit the children at their pre-school and at home before they start school in September.

In each classroom at Fawkham CEP School, the teachers use the same visual timetable providing consistency for the children. Where necessary, children with special educational

needs, in particular, ASD are provided with individual timetables for the day. The children and their parents are made aware of significant changes to the day such as change of staff. All teachers send home a weekly newsletter on a Monday informing parents and children of what learning will be taking place for the coming week. Homework is sent out on a weekly basis and is differentiated to meet the needs of the children. Whenever possible, a project based approach is used to enhance learning at home, allowing SEN children to use their preferred method of learning and to allow freedom in what they do. Where necessary, children with Statements of Special Educational Needs will be provided with a home school contact book, allowing extra communication between parents and staff in school. This enhances the parent school relationship, allowing us to work together to ensure we meet the needs of the children and that issues or difficulties the children may be having are addressed and dealt with immediately.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Fawkham 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 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 have recently made the following improvements as part of the school's accessibility planning:

- Early identification of children with poor physical co-ordination dyspraxia etc. (Gross motor skills) for which we use BEAM, BEAM+ and Clever Fingers.
- To present suitable images of disabled people ensuring suitable information books are available in the school library to inform pupils
- To use visual prompts to relay instructions, timetables, behaviour expectations

and have identified that the following aspects of the school need to be improved:-

- Ensure all structural change/improvement allows equality of access for physical disability
- Ensure that wheelchair users would be able to access the Library and Woodland room through the purchasing of a ramp.
- Ensure that hooks for holding doors for disabled users are now placed on all external doors
- Improve signage of possible wheelchair routes around school and availability of ramp

3e 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 and a full list of the interventions we can offer is on our provision maps. 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 (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

3f 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 Fawkham CEP School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. 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

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Fawkham 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 e.g. PSHE and circle time activities 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 e.g. time with TA, external referral to CAHMs, time-out space for pupil to use when upset or agitated, support of specialist teaching services providing support for families, external referral to early Help and opening CAFs.

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.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Fawkham CEP School is Clare Richardson, who is a qualified teacher who has continued the role of SENCO since September 2018 and has been accredited by the National Award for SEN Co-ordination

Clare Richardson is available on 01474 702312 or crichardson@fawkham.kent.sch.uk. The best time to contact the SENCO will be before 8.45 and after 3.05pm on a Monday or a Tuesday.

5 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 teachers and teaching assistants have had the following awareness training:-

- Dyslexia friendly school – February 2013

In addition the following teachers/TAs have received the following enhanced and specialist training:-

- Language for Learning – Miss Richardson - October 2014
- Numicon training – Mrs Foreman - November 2014
- Project Salus – Mrs Foreman – January/February 2015
- Use of manipulatives in maths – Mrs Foreman - April 2015
- Teaching PE to physically disabled children – Mrs Hollands – October 2016
- Moving and Handling of People – Mrs Hollands – November 2016
- Bar Model for Maths – Mrs Foreman – November 2016
- Dyslexia – Mrs Hollands – November 2016
- Team Teach Positive Handling – Mrs Watson and Mrs Hollands – April 2017
- Well Being Toolkit – Solihull Approach – Mrs Foreman, Mrs Hollands and Mrs Watson – February/June 2017
- Speech and Language in the EYFS – Miss Bridges – October 2017
- Physical Disability Awareness – Mrs Wise – November 2017
- BEAM – Mrs Hollands, Mrs Wise and Miss Burchell – November 2017
- ASD 3 day course – Miss Bridges – March 2018
- ASD Training for all staff led by Miss Bridges on 16th April 2018 and further training for all TAs on 4th June 2018
- Dyslexia training – Miss Bridges, Mrs Golding-Williams, Miss Richardson, Miss Payne, Miss Hurdle, Mrs McGill, Mrs Hollands, Mrs Wise, Ms Burchell, Mrs Foreman, Mrs Watson – September 2018
- Positive Handling – Miss Bridges, Mrs Golding –Williams, Miss Richardson, Miss Hurdle, Miss McCormack, Miss Payne, Mrs Wise, Ms Burchell, Mrs Hollands, Mrs Fenton - January 2020
- ASD in Early Years – Mrs Wise – February 2020
- Shadowing ASD children at Milestone – Mrs Wise and Mr Banks – February 2020
- The curious case of ADHD and ASD - All teachers and TAs– May 2020
- ASD and ADHD 6X3 hour sessions – Mrs Foreman, Mrs Wise, Miss Burchell, Miss McCormack, Mrs Hollands, Miss Hurdle, Miss Taylor and Mr Banks – May 2020
- Coping with Anxieties in reintegration – Miss Bridges and Mrs Foreman – may 2020
- Moving Beyond Labels Problems Solving, Targetting and Motivations of Young People with ASD – Miss Burchell, Miss McCormack, Mrs Golding-Williams, Mrs Hollands and Miss Taylor – May 2020
- PE Preparing Autistic and SEN Children for Going Back to School – May 2020
- Relationships, Sex and Health Education for pupils with special educational needs and disabilities – Miss Richardson – July 2020
- Speech and Language difficulties – Mrs Hollands – February 2021

Training undertaken by staff is fed back to the whole school and rolled out to all staff. 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, local special schools (such as Milestone, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc.

6 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 SEN budget, or seek it by loan. For highly specialist

communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Fawkham CEP School are invited to discuss the progress of their children three times a year and receive a written report once a year and receive details of children's levels and progress three times a year. Parents and carers of children with special educational needs are invited in to meet with the class teacher and in some cases the SENCo, to jointly produce/update the personalised plan. 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 provision will be recorded, tracked and evaluated on a Provision Map.

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. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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.

8 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 be consulted about and involved in the arrangements made for them as part of person-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.

9 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 Fawkham CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher being the first point of call, then the Deputy 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.

10 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
- Ability to make ad hoc requests for advice from S&L therapists, CAHMS etc

11 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: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 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 Fawkham 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. Contact is made with the preschool setting or previous school if an in year admission. A home visit is made along with a preschool visit to glean all possible information and begin the transition process. Transition afternoons are arranged for the child to visit the school and get to know the school and the people therein. Any transition arrangements necessary for specific needs of children are made as appropriate for individuals. As the children move through the school transition arrangements are in place to move from one class to another that include spending time in their new classes with their new teachers and TAs, communicating with parents, making transition books for children to share with their families during the holidays.

We also contribute information to a pupil's onward destination by providing information to the next setting. For transfer to secondary school teachers meet the representative teachers from the admitting school. We also request a meeting with the SENCO to pass on all relevant information. Following this we encourage more transition sessions for any children with SEND. Forms that are provided by the admitting school are completed and all information/documentation passed on.

13 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/about-the-local-offer> it is also accessible through our school website: <http://www.fawkham.kent.sch.uk/> in the Key Information Section and then click on SEN&D then KCC SEN&D then click on the link. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Acronyms

LIFT – Local Inclusion Forum Team
SEN&D – Special Educational Needs and Disability
PSHE – Personal, Social and Health Education
CAMHS – Child and Adolescent Mental Health Service
CAF – Common Assessment Framework
SENCo – Special Educational Needs Coordinator
TA – Teaching Assistant
S&L – Speech and Language
ASD – Autistic Spectrum Disorder
ADHD – Attention Deficit Hyperactivity Disorder
BEAM – Balance Education and Movement
SPAG – Spelling, Punctuation and Grammar

Monitoring of policy

This policy will be reviewed annually or before should any incidents arise or laws and policies change.

This KCC model policy has been adopted by the governing body of Fawkham CEP School

Written by: Miss Clare Richardson

To be reviewed: March 2022

Signed..... Date.....
(Chair of Governors)

Signed..... Date.....
(Headteacher)