



# Seal

Church of England  
Primary School

## SEN&D Policy

**Policy Date: July 2016**

**Policy Review: July 2017**

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:

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Learning and Teaching Policy, Assessment Policy, Complaints Policy.

This policy was developed with staff, parents/carers and representatives from the governing body and 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 What kinds of special educational needs do Seal CE Primary make provision for?**

At Seal CE Primary we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care (EHC) plan, for instance; dyslexia, dyspraxia, speech, language and communication needs, ADHD, ADD, auditory processing difficulties/disorders, autism (ASD), aspergers syndrome, physical disabilities including cerebral palsy and emotional and behaviour 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.

The school also currently meets the needs of pupils with an EHC plan with the following kinds of special educational need: ASD, global delay and speech and language disorders. Decisions on the admission of pupils with an EHC plan are made by the Local Authority.

The admission arrangements for pupils without an EHC Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2 How does Seal CE identify and assess pupils with special educational needs?**

At Seal C of E Primary 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/some the pupils at various points e.g. Y1 phonics screening, language link, BEAM, CATs tests.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra targeted/specialist support or provision to enable the pupil to catch up. Some examples of extra support are; group interventions, individual interventions, boosting sessions, counselling, speech and language support, social communication groups, emotional understanding groups, Time to Talk, Toe by Toe, Lexia, Jump Ahead, BEAM, Numicon interventions, Sound Linkage, additional reading support etc.

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 assessment tools to determine the cause of the learning difficulty. If parents are concerned about their child and feel that an assessment is needed that the school have not identified, they are encouraged to speak to the class teacher and can also request a meeting with the SENCO. At Seal C of E Primary we are experienced in using the following assessment tools; Dyslexia Portfolio, memory assessment tools (Memory Magic, Memory Rating Scale), Dyscalculia Toolkit, Leuven scales, Sandwell Early Maths Assessment, Test of Auditory Processing Skills (TAPS), visual stress tests, BEAM, Jump Ahead, The Boxall Profile, Sound Linkage, Speech Link, Language for Learning. We also have access to external advisors (specialist teachers, speech and language therapists, educational psychologists, occupational therapists, physiotherapists) who are able to use a variety of additional assessment tools.

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.

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 How is provision made for pupils with special educational needs whether or not they have EHC Plans? Including...**

#### **3a How does Seal CE evaluate the effectiveness of its provision for pupils with special educational needs?**

Each review of the SEN support plan may be informed by the views of the pupil, parents, class teachers and the assessment information from teachers which will show whether adequate progress is being made.

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

- 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 EHC 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 How does Seal CE assess and review the progress of pupils with special educational needs?**

Every pupil in the school has their progress formally tracked six times per year and pupil progress meeting are held between class teachers, key stage leaders and the SENCO. During pupil progress meetings, pupils making inadequate progress are identified, barriers to learning are discussed and targeted/specialist support and interventions are planned for (see Appendix A for Seal C of E Primary Graduated Approach document). In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Seal CE Primary can be found in section 2. 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.

#### **3c What is Seal CE'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. At Seal C of E Primary we 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 Seal C of E Primary the quality of teaching is judged to be good/outstanding. The quality of teaching at Seal CE is informally monitored monthly, focusing on different areas of teaching and learning and monitored formally three times a year, focusing on a formal observation, book scrutiny and data analysis.

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. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages, use of individual resources to support learning within the classroom etc.

### **3d How does Seal CE adapt the curriculum and learning environment for pupils with special educational needs?**

At Seal CE 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 EHC 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; it was ensured that the new double mobile (Yr5/6 block) would meet the needs of those requiring special access, including a disabled toilet and ramped entrance. The school is currently undergoing expansion and planning permission is being sought for a new build, KCC have carried out a full accessibility plan for this.

### **3e What additional support for learning is there 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 currently offer is on our provision map (Appendix B). 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 through the application of High Needs Funding.

### **3f Can pupils with special educational needs 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 Seal C of E Primary are available to pupils with special educational needs either with or without an EHC 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 What support is available for improving the emotional and social development of pupils with special educational needs?**

At Seal CE 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 PSHE, circle time, Rights Respecting, 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. pastoral support plan, access to a counsellor, mentor time with member of senior leadership team, external referral to Children and Young People's services (formally CAMHs), time-out space for pupils (including a sensory tent) to use when upset/agitated/angry, time to talk with trained TAs, cognitive behavioural therapy approaches and the Wellbeing Toolkit.

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 Who is the SEN Co-ordinator? How can I contact them?**

The SENCO at Seal CE is Ms Paula Barnes, who is a qualified teacher and is working towards the National Award for SEN Co-ordination.

Ms Paula Barnes is available on 01732 762388 or pbarnes@seal.kent.sch.uk.

**5 Have staff had training in relation to children and young people with special educational needs? How will specialist expertise be secured?**

All teachers and teaching assistants have had the following awareness training; Supporting children with ASD, Dyslexia Friendly Environments, Supporting Speech, Language and Communication Needs within the Classroom, Leurven Wellbeing and Involvement, Language for Learning, Attachment Training.

In addition, some teachers and teaching assistants have received the following enhanced and specialist training; Makaton, Language for Learning, Bereavement Support, Earlybird/Earlybird Plus/Cygnets, Wellbeing and Involvement, Fine Motor Skills Support (including clever fingers and write dance), Sensory Circuit Training, ADHD awareness, Supporting children with ASD in KS1, Early Help training and workshops, Lego Therapy, Dyscalculia Awareness, Wellbeing Toolkit and speech and language training including; colourful semantics, attention and listening, developing verbal reasoning, narrative and concepts.

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, Valence School, Educational Psychologist, speech and language therapists, occupational therapists, physiotherapists, specialist teachers etc. The cost of training is covered by the notional SEN funding.

**6 How will equipment and facilities to support children and young people 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 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 and from the specialist teaching service.

**7 How will I, as a parent, be informed about my child and involved in their education?**

All parents of pupils at Seal C of E Primary are invited to formally discuss the progress of their children on two occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside of 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 Intervention Record Sheets.

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 an EHC 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 How will my child be involved in decisions about their learning?**

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 child-centred planning. Parents are likely to play a more significant role in the early years with the young person taking more responsibility and acting with greater independence in later years.

### **9 How are complaints from parents of children with special educational needs managed by the school?**

The normal arrangements for the treatment of complaints at Seal C of E Primary are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with; the class teacher initially, then the SENCO and finally the Deputy Head 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 does the governing body involve 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 Educational Psychology service
- 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 ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. SENCO forum, AEN updates

### **11 What other support is there for parents of children with special educational needs?**

Information, Advice and Support Kent (IASK) 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 (Mon – Fri 9am – 5pm)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Office:** 03000 412 412

**Fax:** 01622 671198

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

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

### **12 What will happen when my child starts or leaves Seal CE Primary?**

At Seal C of E Primary 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. If a child is joining us in Reception, we visit Early Years settings and hold transition meetings with key workers, we invite the children to three taster sessions in July, we provide photographs and information about the new environment, staff and routines, we hold a Family Fun Day in August and we carry out home visits in September. If pupils are joining Seal C of E Primary in years 1-6 or as an in year admission, we contact the previous school/setting to obtain as much information as possible and hold meetings with parents and children before transition and once the child has settled. We also gain information from outside agency reports where possible and may wish to contact external agencies for transition support and advice. We are actively involved in the Early Help process and attend transition Multi-Agency Support meetings.

We also contribute to a pupils' onward destination by providing transition information to the next setting. We pass on all reports and support records and where appropriate arrange transition meetings. We are very happy to accommodate and support transition visits for pupils moving on from Seal C of E Primary.

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

The local authority's local offer is published on the KELSI website and can be found at [http://www.kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/targeted\\_support/sen\\_and\\_disabilities/local\\_offer.aspx](http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx) parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on            07/07/17

**Seal C of E Primary School**

**Graduated Approach for SEND**

**Securing outstanding SEND provision through high quality targeted and specialist intervention at Seal C of E Primary School**

This document provides clear guidance about:

- The roles and responsibilities of the SENCo, class teachers, class-based teaching assistants and specialist teaching assistants
- The SEND cycle (assess, plan, do review) and associated monitoring and evaluation to ensure high quality provision
- How to select and implement the most appropriate intervention to meet the child’s needs
- Ensuring interventions are purposeful and have the intended impact so that skills are transferred back in to the classroom
- How the impact of interventions will be measured, reported and used to inform teacher assessment

**Seal C of E Primary School’s SEND Graduated Approach**

<p style="text-align: center;"><b><u>Assess</u></b></p> <p><i>COP: ‘...the class teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs... This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed... Where professionals are not already working with the school staff the SENCO should contact them if the parents agree.’</i></p> <p style="text-align: center;"><b>Class Teachers:</b></p> <p>Carry out termly assessments in the penultimate week of each term. Identify children not on track to reach expected level or not making expected progress. Complete pupil progress document and identify current barriers to learning.</p> <p style="text-align: center;"><b>SENCO:</b></p> <p>Identify specialist assessments required. Refer to outside agencies for further assessments.</p> <p style="text-align: center;"><b>Monitoring:</b></p> <p>Key Stage Leaders and SENCO during pupil progress meetings on last Wednesday of each term.</p>	<p style="text-align: center;"><b><u>Plan</u></b></p> <p><i>COP: ‘The teacher and SENCO should agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review... All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any strategies or approaches that are required.’</i></p> <p style="text-align: center;"><b>Class Teachers:</b></p> <p>Identify intervention to match need at pupil progress meeting. Thursday/Friday of last week of each term, meet with class TA to; share current barriers to learning, intervention selected and the intended impact/specific objectives to be secured. Create intervention timetable with TA and agree weekly designated planning time/resource preparation. Complete intervention cover-sheet ready for start of intervention.</p> <p style="text-align: center;"><b>SENCO:</b></p> <p>Meet with SEN/specialist TAs in final two days of each term to agree interventions and timetables for following term.</p> <p style="text-align: center;"><b>Monitoring:</b></p> <p>Class intervention timetables to SENCO by last day of each term.</p>
<p style="text-align: center;"><b><u>Do</u></b></p> <p><i>COP: ‘The class teacher should remain responsible for working with the child on a daily basis... They should work closely with any teaching assistants or specialist staff</i></p>	<p style="text-align: center;"><b><u>Review</u></b></p> <p><i>COP: ‘The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date... The class teacher,</i></p>

*involved, to plan and assess the impact of support and intervention and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses...'*

**Class Teachers/TAs:**

Complete entry data assessment in first two days of term.

Ensure interventions are carried out as timetabled.

Update intervention record.

**SENCO:**

Observe targeted and specialist interventions and feedback strengths and areas for development to TAs and class teachers.

**Monitoring:**

SENCO through; intervention observations/drop-ins, intervention records, progress towards targets/objectives.

*working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.'*

**Class Teachers/TAs:**

Complete exit data assessment.

Complete intervention cover-sheet and provide copy for SENCO.

Specialist TAs provide SENCO and class teachers with intervention cover sheet.

Teachers to complete previous intervention impact column on pupil progress document

**Monitoring:**

SENCO to assess impact of interventions using cover sheets and pupil asset.

Appendix B

Area of SEN	SEN Support	Suggested Impact measure
<b>Cognition and Learning</b>	<b>Maths:</b> Numicon Closing the Gap Max's Marvellous Maths Dyscalculia Toolkit Maths Booster Groups Plus 1 (1:1 coaching system) Power of 2 (1:1 coaching system) Time (1:1 coaching system) Times Tables (1:1 coaching system) Dynamo Maths BEAM (be a mathematician)	Numicon Gap Analysis Sandwell Early Maths Assessment Sandwell Early Maths Assessment Pupil Asset Data (DNA ticks) Sandwell Early Maths Assessment Pupil Asset Data (DNA ticks) Pupil Asset Data (DNA ticks) Pupil Asset Data (DNA ticks) Dynamo Maths Assessment Development Matters age bands
	<b>English:</b> Year 3/4 Read Write Inc Year 5/6 Fresh Start Read Write Inc Keep Up Read Write Inc Catch Up Lexia Toe-by-toe Shadow reading Beanstalk Precision Teaching Colourful Semantics	RWI Assessments Fresh Start Assessments RWI Assessments RWI Assessments Lexia Assessment Single word reading test YARC YARC Single word reading test -
	<b>Memory:</b> Memory Magic	Memory Magic assessment
<b>Communication &amp; Interaction</b>	Lego Therapy Colourful Semantics Cued Articulation Speech Link Programme Language Link Groups Language Link 1:1 KS1 Social Communication Group (Time to Talk) KS2 Social Communication Group (Time to Socially Speaking) Language for Learning Group	SDQ/Lego Self-Assessment - - Speech Link Assessment Language Link Assessment Language Link Assessment SDQ/Language for Learning Social Comm. Observation SDQ/Language for Learning Social Comm. Observation Language for Learning Audit tools

	The Incredible Five Point Scale Social Stories Comic Strip Stories	STAR chart - -
<b>Social, Emotional &amp; Mental Health</b>	Wellbeing Toolkit Emotional Literacy Group School Counsellor Friendship Interventions Anger Management Group Circle of Friends 'Taming the Tempersaurus' 'There's a Volcano in my Tummy' 'Taming the stress/anxiety/anger Gremlin'	SDQs Leuven Scales Self-Assessment/Leuven Scales Log of playtime incidents/Leuven Scales STAR chart Peer and Self-Assessment STAR chart STAR chart Leuven Scales
<b>Physical &amp; Sensory</b>	Sensor Circuits Physiotherapy BEAM Jump Ahead Clever Fingers/Finger Gym	- - BEAM Assessment Jump Ahead Assessment -