

High Firs Primary School

SEN & Disability Policy/SEN Information Report

Issued on 01/09/2022



This policy is written in line with the requirements of:

- *Children and Families Act 2014*
- *SEN Code of Practice 2015*
 - ⊕ *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*
- *Teaching & Learning*

This policy was initially developed with parents/carers, representatives from the governing body and teaching staff, under guidance from KCC SEN team, and will be reviewed annually.

Definition of SEN

A child or young person has **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a **learning difficulty** if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16)

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

At High Firs Primary School we endeavour to make reasonable provision for every kind of frequently occurring special educational need without an An EHC (EHC), for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties, emotional difficulties 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 makes provision for individual pupils with an EHC where these needs can be met. Decisions on the admission of pupils with a statement of EHC are made by the Local Authority.

The admission arrangements for pupils without an EHC 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 High Firs Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. This includes, but is not exhaustively:

- EY baseline
- Y1 phonics screening
- Speech link
- Language link
- Spelling age & reading age
- Verbal & non-verbal reasoning
- NfER testing in Maths and Reading

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. In the first instance, this will be high-quality teaching targeted at their area of difficulty.

Some pupils may continue to make inadequate progress, despite this high-quality teaching targeted at their areas of weakness, and further intervention may be required this may be a formal programme, individualised tailored support or in-class intervention depending on need. Likewise, this may be in or out of class, individually or in a pair or small group.

For these pupils we can also use a range of assessment tools to determine the cause of the learning difficulty. At High Firs Primary School we have ready access to assessment tools including:

- Dyslexia
- Pre-dyslexia
- Working memory
- Dyscalculia
- Irlens

We also have access to external advisors and consultants who have additional assessment resources

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 SEN support 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. 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

Each review of the SEN support 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.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an EHC 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 effectiveness of this 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 three times per year. In addition to this, pupils with special educational needs may have more frequent assessments. 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: 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 (2015, 6.37)

In High Firs Primary School the quality of teaching is judged to be good (Ofsted 2018).

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

In meeting the Mainstream Core Standards the school employs some additional learning support approaches, as advised by internal and external assessments e.g. one to one support / precision teaching / small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At High Firs 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 also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in children's EHCs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review we regularly review our curriculum, staff training needs and adapt our classrooms and school premises (where practical and possible) to meet children's identified needs.

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 offer is on our provision maps. In very few cases a very high level of resources (including personnel) are required. The funding arrangements require schools to provide up to £6000 per year of resources, and above that amount the school can apply for additional financial allowances in the form of "High Needs Funding".

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 High Firs Primary School are available to pupils with special educational needs either with or without an EHC. 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 High Firs 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 direct teaching & adult contact 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:

- Pastoral TA support
- ELSA support
- Educational Psychologist support
- School Family Worker
- CAMHS / School Nursing referral
- Nurture-based learning

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 High Firs Primary School is Miss C Rennie, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She can be contacted via the school office on 01322 669721 or office@high-firs.kent.sch.uk

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, along with many of our other staff, have had awareness training in ASD. In addition, training has been undertaken in the following areas:

Dyscalculia (17)	Oppositional Defiance Disorder	ADHD	Communicate in Print
Once Upon A Story (17)	Anxiety	Speechlink	Numicon
Hearing Impairment (17)	SPAG	Level 6 Maths	Lego
Self Regulation (17)	Speech Sounds	Earlybird ASD	Funky Fingers
Social & Emotional Wellbeing (17)	Verbal Reasons Skills	SPAG	BEAM
Selective Mutism (9)	Autism Champion	Sensory Difficulties	Every Lesson Counts
Communicating in EY (9)	Colourful Semantics	Letters & Sounds	Social Communication
Epipen (12)	Early Years	Numicon	Sounds Progress
Dyslexia (12)	Speech & Lang	EY ASD	StarSpell
Every Lesson Counts	Toe by Toe	Phonics KS1	Speech & Language for ASD
Sensory Impairment	Phonics/Letters & Sounds	Reading KS1	SEN New Code of Practice
Maths Support	Infant Language Link	Playground Games	Supporting ASD at lunchtime
Level 6 Maths	Communication Matters	Midday Supervisor	Basic Skills in word reading
Boys' Writing	Brain Gym	Supporting EAL	Dyslexia
More Able	4 Square	Dyslexia	Mental Health
Academic Literacy	ASD & Communication	Circle of Friends	Earlybird ASD
Basic skills in word reading	Mental Health	Playground games	Social Stories
LAC/CLA	SENCO Award	Midday Supervision	Self-regulation
Dyscalculia	Threshold Criteria	Sensory Impairment	Team Teach
Numbers Count	Acceleread/Accelewrite	ASD Stage 1	Emotional Literacy
Implementing Mainstream Standards	ASD / Communication	Attachment	Attachment
Behaviour Management	Higher Ability Literacy	Diabetes care	Early Years ASD
Supporting SPAG		Challenging pupils	Team Teach

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:

- Educational Psychologist
- Speech and language therapist
- Occupational therapist
- Physio therapist
- Dyslexia specialist
- Visual & hearing impairment
- And others via the local offer

The cost of training is covered by the notional SEN funding.

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 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.

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

All parents of pupils at High Firs Primary School are invited to discuss the progress of their children at the two parents' consultations a year, as well as receiving termly data and the annual written report. Parents of children with an identified SEN are also invited to additional interim meetings. 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 which will be shared with parents three times per year.

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 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 High Firs Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, before escalating to the SENCO and finally the Headteacher 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 children who have an EHC, 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 the Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- A Service Level Agreement with SEEdPsych Educational Psychology service for 6 days per year
- A Service Level Agreement with MAPS Speech & Language service for 6 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to the local authority's / NHS 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
- Membership of the Swanley & Sevenoaks SENCO Forum
- Sevenoaks Early Help

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 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 41 3000

E-mail- iask@kent.gov.uk

Office: 03000 412412

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 High Firs 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 host an annual transfer meeting for all Swanley District primary and pre-schools to meet to discuss children transferring into Reception. Enhanced transition arrangements can be made with parents and pre-schools before starting school if this is deemed to be beneficial, in addition to those already arranged. Parents of children with SEN are invited to discuss their child's needs with the SENCO prior to admission and to keep in touch prior to entry.

We also contribute information to a pupils' onward destination by providing information to the next setting and making enhanced transition arrangements. Parents are invited to discuss their child's next steps with the SENCO.

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

The local authority's local offer is published at <https://www.kent.gov.uk/education-and-children/special-educational-needs> Parents without internet access are invited to request a printed copy from the school office if needed.

Agreed: September 2022

Next Review: September 2023