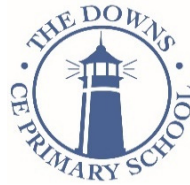


The Downs Church of England Primary School



SEND STATUTORY POLICY

School Mission Statement The Downs CEP School

Mission Statement

*"...if you have faith as small as a mustard seed...nothing will be impossible."
(Matthew: 17 v20)*

VISION STATEMENT:

Our vision for The Downs CEP School is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

REVIEWED:

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The Downs CEP Primary School

SEND POLICY

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 the 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

As a Church of England School this policy is read within the context of the Christian values and teachings of our school.

In addition, our Behaviour Policy, Equality Policy Statement, Safeguarding Policy, Homework Policy, Attendance Policy, Assessment Policy and Teaching and Learning Policy should also be read in conjunction with this policy.

This policy will be reviewed annually in collaboration with parents/carers, school staff and Governors.

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:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p15)

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)

School Provision

At The Downs CEP School we can make provision for every kind of frequently occurring special educational need without the need for an Education, Health and Care Plan (EHCP), for instance Dyslexia, Developmental Co-ordination Disorder, Speech and Language needs (SLCN), Autism, Learning Difficulties and Social, Emotional and Mental Health (SEMH) difficulties. There are other kinds of Special Educational



Needs (SEN) that 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 can also meet the needs of pupils with an Education, Health and Care Plan. Currently we have ten children with an Education Health and Care Plans. We have in the past had statements for Behaviour, Visual Impairment (VI), Autism and Specific Language Impairment. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

1 - Identification and assessment of pupils with SEN

At The Downs CEP 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. Our assessments are completed, in the first instance, by the class teacher and more in depth assessments the SENCO will complete. The assessments include: Y1 phonics screening, Year 1 – 6 Reading, SPaG and maths through standardised assessments, Speech link, Language link and well-being through the Leuven Scales.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This could involve targeted quality first teaching, maths boosters (times tables, number bonds etc.), literacy boosters (story mapping, sentence structure, spelling etc.), specific Phonic and handwriting programmes, extra adult support, ICT equipment or programs, pastoral care and fine and gross motor skills interventions.

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 The Downs CEP School we are experienced in using the following assessment tools, these include Speech and Language Link, RAVENS (non-verbal reasoning), visual and auditory checklists, Boxall Profile (behaviour), Fizzy (OT), Renfrew (word finding) and Language for Learning checklists. We have access to external advisors from the Speech and Language and Specialist Teaching and Learning Service who are able to provide detailed assessments in their specialist areas.

The purpose of these more detailed assessment is to understand what additional resources and different approaches are required to enable a pupil to make better progress. These will be shared with parents, put into an SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we may 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 may 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 there is a change in identification of SEN for a pupil, parents will be notified. This discussion will take place at parent consultation meetings three times a year.



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.

2 - Provision Tracking and Evaluation

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 an 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.

3 - Monitoring Impact

Every pupil in the school has their progress tracked three times per year. The additional assessments we use at The Downs CEP School are listed 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.

4 - Targeted Provision

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 The Downs CEP School the quality of teaching is judged to be good by Ofsted.

We follow the Mainstream Core Standards [www.kelsi.org.uk/pupil_support] 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. small group or one to one support / precision teaching / mentoring, use of ICT learning packages.



5 - Accessibility

At The Downs 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 detailed 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 will promptly action any adaptations to the environment as necessary.

Additional support for learning that is available to pupils with special educational needs

Our school 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 map. In very few cases a very high level of resourcing 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 an application for High Needs Funding (HNF).

Inclusion

All clubs, trips and activities offered to pupils at The Downs CEP School are available to pupils with special educational needs either with or without an 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

Social and Emotional Aspects of Learning

At The Downs 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 Jigsaw, Nurture Groups, Lunchtime Club, Mediators and Buddies 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 can also provide the following: access to other professionals including an outside counsellor, mentor time with a member of senior leadership team (SLT), Time to Talk, Circle of Friends, Visual cards, time-out space for pupil to use when upset or agitated and a referral may be made to the Child and Young Person's Mental Health Service (CYPMHS) for additional advice and support.

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.

The name and contact details of the SEN Co-ordinator

The SENCO at The Downs CEP School is Mrs N Barnes who is a qualified teacher. Mrs Barnes has successfully completed the National Award for SEN Co-ordination. Mrs Barnes has a degree in art and has a post graduate certificate in education (PGCE). Mrs Barnes has also had training in: ASD, Dyslexia,



Child Protection, Speech and Language, Early Help and British Sign Language (BSL) to name a few courses attended over her career.

Mrs Barnes can be contacted via the school office Monday - Friday.

CPD

All teachers and teaching assistants have had awareness training in some or all of the following: Behaviour Policy Update, Behaviour Management Strategies for High End Need Children, Team Teach and De-escalation Techniques, Promoting Positive Responses to Difficult Behaviour, Language for Learning, Speech and Language, Supporting Children with Selective Mutism, Jenny Mosley Circe Time, Makaton Awareness, ASD, ASD in the Early Years, Every Lesson Counts, Children with Mild Hearing Impairment, Supporting Children with Dyslexia and Attachment.

The Senior Leadership Team keep up to date with current thinking in all aspects of education through the Deal Learning Alliance and County initiatives.

Where a training need is identified we are able to refer to the following outside agencies: Specialist Teaching and Learning Service (STLS), The Whitfield and Aspen School, Portal House and Elms School, Speech and Language Therapists (SALT), Occupational Therapy (OT) and Physiotherapy.

Acquisition of Resources

Where external advisors recommend the use of equipment or facilities, which the school does not have, we will purchase through school funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Parent Consultations

All parents of SEN pupils at The Downs CEP School are invited to discuss the progress of their children three times a year and receive a written report twice a year. 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 an Individual SEN Plan 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 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.



Pupil Involvement

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.

Complaints

The Downs CEP School follow the DEALT Complaints Policy which can be found on our Websites. We encourage parents to discuss their concerns with the class teacher, SENCO, Senior Leaders 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.

The Governing Body

The governing body have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil 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

Parent Support - Information, Advice and Support Kent (IASK)

IASK support families of children and young people (0 – 25 years) with special educational needs or disabilities. The support is independent from the school and is aimed to help parents make informed choices about their children's education and communicate confidently.

Their advice and support is confidential, impartial and independent from the council. IASK is overseen by a steering group, half of which must be parents.

<https://www.iask.org.uk/>

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm

Email: iask@kent.gov.uk

Contact For Families with Disabled Children is a special educational needs and disabilities service for children, young people and parents. They will support and provide guidance and information.

<https://contact.org.uk/>



National Free Phone Number: 0808 808 3555

Transition Arrangements

At The Downs 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. We meet with staff from Early Years settings and parents/carers to ensure our provision is appropriate. A series of stay and play sessions are timetabled for each pupil to enable them to feel secure with buildings and staff. Social Scripts are used for the pupils who find transition difficult. We also contribute information to a pupils' onward destination by providing information to the next setting. This is through initial meetings with the SENCO, Safeguarding Lead and class teachers, and where records are passed on confidentially. The SENCO from their new school will then meet with the children and if felt appropriate pupils have extra sessions at their new school.

Local Offer

The local authority's local offer is published on www.kent.gov.uk/education-and-children/specialeducational-needs and parents without internet access should make an appointment with the SENCO for support to gain the information they required.