



**SMARDEN PRIMARY**  
**SCHOOL** *‘Enjoying, Learning and  
Achieving Together’*

**Special Educational Needs (SEN) &  
Disability Policy**

Designated Safeguarding Lead(s)	Claudia Miller (Head Teacher)
	Hannah Taylor (Deputy Head Teacher) Claire Speight (Office Manager)
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## **Smarden Primary School SEND Policy**

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- o SI 2014 1530 SEN and Disability Regulations 2014
  - Part 3 Duties on Schools – SEN 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/Discipline Policy
- Equalities Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy

This policy was developed with the participation of parents, representatives from the Governing body and staff 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 (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. SEN for which provision is made at the school**

At Smarden Primary we can make provision for every kind of frequently occurring special educational need without a statement of SEN / Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Condition, learning 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 meets the needs of pupils with a statement of special educational need / EHCP with the following kinds of special educational need: Social, Emotional and Mental Health needs and Communication and Interaction needs. Decisions on the admission of pupils with a statement of special educational need / EHCP are made by the Local Authority.

The admission arrangements for pupils without a statement of SEN / EHCP do not discriminate against or disadvantage disabled children or those with SEN.

## **2. Identification and assessment of pupils with SEN**

At Smarden Primary 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 eg NTS assessments are administered in December, March and June. Y1 phonics screening takes place in June of Year 1 but children are regularly tested once per term throughout Year 1, speech link and language link are administered in EYFS. The Boxhall profile is used to assess mental well-being and emotional health.

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 Dough Gym, BEAM, Nessy, extra phonic catch up sessions using Monster phonics, spelling shed.

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. At Smarden School we are experienced in using the following assessment tools; the Dyslexia Portfolio, the Test of auditory processing, the test of visual processing and the Phonological Assessment Battery. And we have access to external advisors who are able to use the following assessment tools; IQ assessments, sensory processing assessments.

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 SEN. 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. Smarden Primary School's policies for making provision for pupils with SEN (whether or not they have EHCPs), including**

### **3.1 Evaluating the effectiveness of provision for SEN 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 a statement of SEN / EHCP 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.

### **3.2 Assessing and reviewing the progress of pupils with SEN**

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with SEN may have more frequent assessments of reading age, spelling age etc. The assessments we use at Smarden Primary are the Dyslexia Portfolio, the Test of auditory processing, the test of visual processing and the Phonological Assessment Battery. We also use Accelerated reader to closely track reading progress. 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.

### **3.3 Teaching pupils with SEN**

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 Smarden Primary the quality of teaching is judged to be Good in our last Ofsted inspection and the school is working closely with our multi-academy trust to improve this to outstanding.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. See: <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 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 like Nessy. These are delivered by additional staff employed through the funding provided to the school as 'notional

SEN funding' or experienced TAs.

### **3.4 Adapting the curriculum and learning environment for pupils with SEN**

At Smarden Primary we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of SEN / EHCPs.

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: a new classroom has been built, a new fire exit has been built at the pre-school, staff have completed extensive training in SEN via TKAT and other externally booked courses e.g. a course on Selective Mutism run by Libby Hill. We have identified that the following aspects of the school need to be improved: more training on handwriting difficulties, early reading difficulties and dyslexia.

### **3.5 Additional support for learning for pupils with SEN**

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 map. 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 resources for pupils with high needs, and above that amount the Local Authority should provide top up to the school. We currently have three pupils who are in receipt of High Needs funding which we use to fund extra TA support in order to run interventions for those pupils.

### **3.6 Enabling pupils with SEN to engage in activities of the school (including physical activities) together with children who do not have SEN**

All clubs, trips and activities offered to pupils at Smarden Primary are available to pupils with SEN either with or without a statement of SEN / EHCP. 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

### **3.7 Support for improving the emotional and social development of pupils with SEN**

At Smarden Primary 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, or circle time 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: access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, forest school intervention.

Pupils in the early stages of emotional and social development because of their SEN 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. SEN Coordinator**

The SENCO at Smarden Primary is Claudia Miller, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications :

Specialist Teacher for Specific Literacy Difficulties (Dyslexia)

Youth Mental Health First Aider

Claudia Miller is available on 01233 770316 or [claudia.miller@smarden-tkat.org](mailto:claudia.miller@smarden-tkat.org).

#### **5. Expertise and training of staff in relation to children and young people with SEN**

All teachers and teaching assistants have had the following awareness training dyslexia, dyscalculia, ASD, ADHD, Sensory Processing disorder, SEMH needs including anxiety.

In addition, teachers have received the following enhanced and specialist training:

- Level 2 in Child Mental Health
- Level 2 Understanding Specific Learning Difficulties
- Clever Hands and Fizzy Training

The Senco regularly trains all staff using materials supplied by the Specialist teaching service.

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: Goldwyn School, Ashford STLS, TKAT, The Kent Educational Psychologist Service, Speech and language therapists, Occupational therapists, Physiotherapists. We have also received training from the SEND Provision Evaluation Officer, Ashford and Dover, Education and Young People's Service. The cost of training is covered by the notional SEN funding.

#### **6. Equipment and facilities to support children and young people with SEN**

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. Arrangements for consulting parents of children with SEN about, and involving them in, their education**

All parents of pupils at Smarden Primary are invited to discuss the progress of their children three times a year and receive a written report three times per 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 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 SEN 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 / EHCP 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. Arrangements for consulting young people with SEN about, and involving them in, their education**

When a pupil has been identified to have SEN 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. Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Smarden Primary are used for complaints about provision made for SEN. We encourage parents to discuss their concerns with their child's class teacher or the 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. Involvement of other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN 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 ·
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

### **11. Support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

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

## **12. Supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

At Smarden 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. The Senco will ring the previous school to gather information about the child. We also offer settling in sessions for the child to get used to the school.

We also contribute information to a pupils' onward destination by providing information to the next setting. We always seek to speak to the Senco of the onward school at least by telephone but often in person. Extra familiarisation visits can be made to Secondary schools by pupils with SEN, either accompanied by their parents or by the Senco and parents.

## **13. Local authority's local offer**

The local authority's local offer is published on:

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

[https://www.kent.gov.uk/\\_data/assets/pdf\\_file/0005/18734/IASK-the-SEND-Local-Offer.pdf](https://www.kent.gov.uk/_data/assets/pdf_file/0005/18734/IASK-the-SEND-Local-Offer.pdf)

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