

# Special Educational Needs & Disability Policy



ALLINGTON PRIMARY SCHOOL

# Allington Primary School

## Special Educational Needs & Disability Policy

Adopted: November 2018

Review date: November 2019

### **Contents:**

Mission Statement, policy requirements and definitions	page 2
1. Special Educational Needs Provision	4
2. Identification and Assessment	4
3. Provision for Pupils	5
4. Responsibilities for SEN	8
5. Staff Training	8
6. Equipment and Facilities	9
7. Working in Partnership with Parents	9
8. Partnership with Pupils	9
9. Making a Complaint to the Governing Body	10
10. Involvement of Outside Agencies accessed by Governing Body	10
11. Kent Parent Partnership Service Details	11
12. Transition	11
13. Supporting Children with Medical Conditions	11
14. Local Offer	12
Appendix 1 – Inclusion Policy	13

## **Mission Statement**

At Allington Primary School children are valued for all aspects of their life and learning. Our aim is for all pupils to develop their self-esteem and confidence so that on leaving our school they are equipped with core academic, social, emotional and behavioural skills that they will be able to use in their future. The School has high expectations for all pupils and we provide teaching and learning experiences that target each child's needs so that they can reach their potential. We are committed to inclusion and removing any potential barriers to learning and participation. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. (Appendix 1 – Inclusion Policy Statement)

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 and Discipline, Equalities, Safeguarding, Supporting Children in School with Medical Conditions and Managing Complaints.

Parents/carers, SEN Governors and parents of children with SEN were involved in the consultation process of this policy and it will be reviewed annually.

### **Definition of Special Educational Needs (SEN)**

A child 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 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)*

In a very few cases if a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. If the required assessments are carried out, it may lead to an Education, Health and Care Plan (formally known as a Statement of Educational Need) being issued. This decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against any decision made in this process.

### **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)*

1. What are the kinds of special educational need for which provision is made at Allington Primary School?

At Allington Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum disorders, 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 an Education, Health and Care plan with the following kinds of special educational need: Down Syndrome, tracheostomy, autistic spectrum disorder and speech, language and communication disorders. 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.

2. How are the pupils with Special Educational Needs identified and assessed?

At Allington Primary School we monitor the progress of all pupils via provision maps which are completed and evaluated three times a year. We also hold pupil progress meetings with class teachers and members of senior management three times a year. We also use a range of assessment tools with all the pupils at various points:

- Y1 phonics screening (June);
- Speech Link (Foundation Stage, and where needed throughout the school);
- Language Link (Foundation Stage, and where needed throughout the school);
- spelling and reading age assessments (Years 1 - 6);
- PIRA reading assessments (Years 1 – 6);
- PUMA Maths assessments (Years 1 - 6);
- writing assessments.

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. These would involve small group support and include: numeracy, speech, language & communication, phonics, reading, handwriting, writing and support for physical needs.

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 Allington Primary School we are experienced in using the following assessment tools:

- Lucid Rapid (Dyslexia Screening)
- The British Picture Vocabulary Scale
- Speech Link
- Infant and Junior Language Link
- Spence Children's Anxiety Scales
- Strengths and Difficulties Questionnaire
- DASH (handwriting speed assessment)
- Ravens Matrices (non-verbal reasoning)
- EVT (expressive vocabulary test)
- Sandwell Numeracy Test
- Memory Magic (working memory assessment)
- Boxall Profiling (assessment of emotional needs)
- Various reading and spelling assessments.
- Visual Stress assessment

All assessments would follow an analysis of a child's needs following the Main Core Standards C&L (Cognition and Learning), SEMH (Social, Emotional and Mental Health) and C&I (Communication and Interaction).

We also have access to external advisors who may include: educational psychologists, Specialist Teaching and Learning Services, speech and language therapists, occupational therapists, physiotherapists, school nurse, paediatricians and specialist counsellors.

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, included in a provision map or individual provision plan and reviewed/revised regularly. 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, including supply teachers, and support staff who work with the pupils are aware of the support to be provided and the teaching approaches to be used.

3. Information about Allington Primary School's policies for making provision for pupils with special educational needs whether or not they have EHC Plans.

a) How does the school evaluate 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 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 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.

b) What are 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 of reading age, spelling age etc. For the assessments we use at Allington Primary School, please 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.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

c) What is 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)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

Link for Mainstream Core Standards: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs>

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 support, small group teaching, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

*d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?*

At Allington 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 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: a care suite and widened pathways to school main entrance. Staff undertake training to meet the current needs of the children within our care (see Appendix 1).

*e) What additional support for learning 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 high 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 available. In a few cases a very high level of resources are 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, known as High Needs Funding, to the school.

*f) How does the school enable 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 Allington Primary 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.

*g) What support is available for improving the emotional and social development of pupils with special educational needs?*

At Allington 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 for instance SEAL (social, emotional aspects of learning), PSHE (personal, social and health education) and SULP (social use of language programme) sessions, and indirectly through the modelling of social behaviour in Lego Therapy, Rainbow Room, Drawing & Talking sessions and other nurture groups, as well as through 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 a counsellor, external referral to CAMHS (Child and Adolescent Mental Health Service), Project Salus, Young Carers, Young Healthy Minds and bereavement counselling, such as Slideaway. A majority of these services can only be accessed via a referral to Children's Services and Early Help.

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 responsible for the coordination of SEN provision?*

The person responsible for overseeing the provision for children with SEN is the Head teacher, Mrs C Howson.

The person co-ordinating the day to day provision of education for pupils with SEN is the Inclusion Manager, Mrs E Burton-Grange. Mrs Burton-Grange is a qualified teacher and has also qualified for the National Award for SEN Co-ordination.

The SEN governor meets three times a year with the SENCO to carry out a rolling programme of Monitoring, Evaluation and Review in order to raise awareness of SEN issues during full governing body meetings.

Mrs Burton-Grange is available on 01622 757350 or via the school office email, [office@allington.kent.sch.uk](mailto:office@allington.kent.sch.uk).

*5. What training and expertise have staff received in relation to children with special educational needs and how will specialist expertise be secured?*

All teachers and teaching assistants have had awareness training for Dyslexia, Dyscalculia, ASD, Safeguarding and behaviour management. In addition members of staff have received enhanced and specialist training to support current needs of our pupils.

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: Five Acre Wood Outreach, Bower Grove Outreach, Educational Psychologist, speech and language therapist, occupational therapist, physiotherapist and Specialist Teaching and Learning Services. The cost of training is covered by the notional SEN funding.

6. How will equipment and facilities to support children 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.

7. How does Allington Primary School consult and work with parents of children with special educational needs and how do they involve them in their education?

Allington Primary School has an open door policy. All parents of pupils are invited to discuss the progress of their children on two occasions a year and receive a written report once a year with the option of discussing this with the class teacher. In addition the inclusion team are available on parent consultation evenings and 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 a Provision Map which will be shared with parents at consultation evenings.

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.

8. How does Allington Primary School consult and work with children with special educational needs and how do they involve 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 their targets and intervention work. Parents play a significant role in this process at primary school.

9. What are 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 Allington Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teacher, Inclusion Team or Head teacher 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 an Education, health and care Plan, 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 do the governing body involve other bodies, including health and social services, 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 (Local Inclusion Forum Team) for access to Specialist Teaching and Learning Service
- A Service Level Agreement with Educational Psychology service for the equivalent of 2 days per year
- 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 requests for advice from Communication and Assistive Technology Team, etc.

11. What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

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. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

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

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

**Fax:** 01622 671198

<http://www.kent.gov.uk/kpps>

12. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for transfer to secondary school?

At Allington 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. These arrangements may include:

- Visits to pre-schools by Early Years Staff and the SENCO/Inclusion Manager
- Arranging for children with EHCPs to attend series of visits in Term 6 , accompanied by their key worker, in preparation for their transition in Term 1
- Meetings with parents and STLS (Specialist Teaching and Learning Service) Early Year's SENCO
- Inviting staff to EHCP reviews

We also contribute information to a pupil's onward destination by:

- Providing detailed information including attainment levels
- Arranging meetings with SENCOs or Heads of Year 7
- Inviting staff to EHCP reviews
- Arranging additional transition visits

13. How does Allington Primary School support children with medical conditions?

The Children and Families Act 2014 places a duty on academies to make arrangements to support pupils with medical conditions. Where children have SEN as well as medical needs

their provision will be planned and delivered in co-ordination with the health care plan. This is covered in more detail under our “Supporting Children in School with Medical Conditions” policy.

*14 Where is the local authority’s local offer published?*

The local authority’s local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with Mrs Monks for support to gain the information they require.

Approved by the Governing Body      November 2018

Next review in                                      November 2019

## Appendix 1

### ALLINGTON PRIMARY SCHOOL

#### INCLUSION POLICY

Allington Primary School supports the widest definition of Inclusion. This definition encompasses the meeting of all members needs within the school community. The school is the centre of learning for the local community and as such, extends a welcome and values the diversity that each member brings to the learning process.

Individuals within the community are valued beyond the role that they fill and are respected as having unique needs.

In striving to meet the role as a centre of learning, the school has developed an inclusion framework that is constructed of the culture, policy and practices of the school. Within the wider framework for inclusion, a range of related policies and documents are included as separate aspects of the schools inclusive system of education.

The inclusive nature of the school is reflected in all aspects of school life, the values and philosophy of its members and their practices.

As inclusion is not static but an on-going process, so the inclusion policy within the school is under a constant state of monitoring and review. Inclusion is only possible when taking place as part of the daily routines and actions of the members of the school community.

Inclusive practice supports the learning of all pupils and incorporates:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems of early identification of barriers to learning and participation
- High expectation and suitable targets for learners

Inclusion is part of the schools overall improvement policy and is sought in a positive and proactive way.

#### **An Inclusive Ethos and Culture**

All staff and governors understand the principle of inclusion and demonstrate value of the principles, pride and willingness to develop inclusive practices.

Staff demonstrate that inclusive practice is a whole school issue and demonstrate a willingness to adopt their own individual practice to include differences and disabilities.

As an inclusive community school the staff, governors, members of the local community, parents and carers work in partnership to overcome barriers and to build bridges to learning.

The structure of teaching and learning is based on collaborative work between members of staff and within pupil groupings.

Local communities are encouraged to take an active role within the school and everyone is respected and made to feel welcome.

All members of the school community are equally valued and respected.

All pupils receive high expectations and are encouraged to achieve their full potential. The school strives to minimise all forms of discrimination and has clear policy guidance to deal with incidents appropriately.

The staff work in partnership with other schools, external agencies and the LEA to promote and provide an inclusive educational strategy.

### **Inclusive Policies**

The system of education developed and maintained at Allington Primary School is inclusive. The processes and practices, which underlie this system, are under constant review to ensure that levels of inclusivity are maintained to the highest standard.

The term inclusion in this context is used to describe the process within which all those participating in the system of education access the culture, curriculum and community of the school.

The culture, curriculum and community of the school reflect the diversity of the pupils and wider the community. The barriers to learning are reduced for all and not specifically pupils with special needs.

The structure of the schools culture, policies and practices create a system to benefit all participants and uses pupil diversity as a resource to enrich learning.

The school is a community resource, which acknowledges the right of all pupils to local educational and builds and supports community values. The school is a centre of inclusive practice for staff and the wider community.

Inclusion of all learners within the community of the school is a focal point for all aspect of school life. This is reflected in the school's admissions policy, staff recruitment and induction, the accessibility plan and teaching and learning policy.

The levels of inclusion are maintained through the organisation of support for pupils with special educational needs, pupils with English as a second language and from ethnic minority groups. The pastoral support and provision for pupils with emotional and behavioural difficulties through early assessment and identification.

Levels of attendance, racial incidents and bullying are monitored and taken in line with the schools related policies, these are reflective of the schools inclusive culture.

### **Inclusive Practices**

Planning, teaching and lesson review incorporate the needs of all pupils.

All pupils are encouraged to participate in lessons. A range of groupings are used to support inclusive practice such as collaborative work and support of independent learning.

The ethos of the school promotes respect for all members of the schools community and attributes value in their diversity.

Staff work in partnership to support learning for all. Teaching staff, assistants and the governing body plan, review and develop practices together.

Assessments and reward of achievement contributes to the learning of all. Achievement in all areas of pupil's development is supported from within school and from the wider community.

The achievements of staff and members of the wider community are recognised through performance management, school improvement plan and the support of the continuing professional development of all members.

The schools resources, teacher generated and commercial, are linked to planning and contribute to fair and inclusive curriculum policy and practice.

Expertise within school and Maidstone District groups are utilised to reduce barriers to learning for all pupils and community members.

All curriculum and non-curriculum documents incorporate the inclusive ethos and culture of the school.