

Chevening (St Botolph's) CE Primary School



Special Educational Needs and Disability Policy

This policy was reviewed in: Summer 2024
Governor Approval
Review Date: Summer 2025

Our School Biblical vision is based on Matthew 13: 31-32: **“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”**

This Policy seeks to align with this vision, inspiring us to provide an excellent education for all children through being - *True to Christ and His teachings. - Known for kind and thoughtful actions and attitudes. - Inclusive in serving, sharing and showing God’s love to benefit all.*

Our school is a nurturing school and our policy is also developed in line with the six principles of Nurture reflecting the schools understanding that:

- *Children learn developmentally*
- *The classroom is a safe base for every child*
- *Nurture is important to the development of well-being*
- *Language is a vital means of communication*
- *All behaviour is communication*
- *Transition marks important stages in a child’s life*

Chevening (St Botolph’s) CE Primary School

SEN & Disability 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 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 other relevant school policies- including: Curriculum statement, Marking and Feedback, Complaints, Accessibility, Gifted and Talented, Anti-Bullying, Behaviour, DDA update, Homework, Safeguarding information, Teaching and Learning, General Complaints Procedure and Guidance on the Exclusion of Pupils.

This policy was originally developed with parents, school governors and pupils through an active consultation process. In addition monitoring visits to school made by the governor responsible for SEND take place three times a year. Outcomes from these visits have been fed into the current policy. The policy will be reviewed annually.

Definition of SEN

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

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

At Chevening 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, autism, ADHD, sensory needs, difficulties with gross and fine motor skills, learning difficulties, behaviour difficulties and social and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, or where the severity of the need and the impact on learning is far greater than usual, but we can access training and advice so that these kinds of needs can be met.

The school is meeting or has recently met the needs of pupils with Education Health Care Plans supporting the needs of pupils in the areas of: Speech, Language and Communication including ASD, as well as Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

2 Information about the policy for identification and assessment of pupils with SEN

At Chevening we monitor the progress of all pupils at least 5 times a year. We review blocks of intervention to review the provision made for all pupils which is recorded on class provision maps and in particular to review the impact of specific interventions which

operate in addition to normal class teaching. We also use a range of assessments with all the pupils at various points for example verbal and non-verbal tests, regular assessments for spelling, reading, writing and maths as well as end of key stage assessments and the Yr1 phonics screening. We also use the Language Link online assessment for receptive language skills in reception. Early concerns by staff are captured on a Record of Concern form which ensures that class teacher and parent are both aware of any issues that the school has picked up on.

Where progress remains a concern, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support or interventions which have taken place recently are; Precision Teaching for the acquisition of key words, Lego Therapy for social skills, Social Stories using Communicate in Print, fine and gross motor skills programmes including Jump Ahead and Write from the Start, support for vocabulary development including the STAR approach and pre- teaching vocabulary, targeted support for writing skills using a range of planning tools such as mind mapping with the use of iPad and computer programmes to facilitate this. A complete list of interventions available for each need type is available on request.

If during the pupil progress reviews, the progress of particular pupils falls under the definition of SEN set out at the beginning of this policy and in section 3a of this policy then these pupils will be added to the school SEN register at the level of 'SEN with support'. Parents will be notified and will be invited into school for a meeting with relevant school staff to discuss ongoing provision for their child. The provision for children on the school SEN register at SEN with support will be set out on their class provision map. Parents will be invited to regular meetings to review this provision and to discuss its impact and next steps.

The progress of some pupils may remain a concern, 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 Chevening we are experienced in using a number of assessment tools to gather more detailed information of a child's learning profile. For example we use assessments for language or speech skills, phonological awareness skills, processing speed, short term or working memory skills, reading comprehension skills, assessments for well-being and engagement with learning. We also use gap analysis of test performance to identify areas of specific weakness within mathematical knowledge. We have some specific assessment tools for gross and fine motor skills we also make use of checklists to look out for difficulties in certain areas such as sensory processing, social and emotional needs, behaviour, communication and interaction. We also have access to external advisors such as specialist teachers or health professionals who are able to use more detailed and specific assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a 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. There will be regular reviews of additional provision involving the Inclusion Manager, teaching and support staff. Parent and pupil views on additional support will also be sought

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

Provision and interventions are reviewed on class provision maps for pupils on the school SEN register at SEN with support and 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 as:

- Progress which is significantly slower than that of their peers starting from the same baseline
- Progress which has slowed down
or
- The attainment gap between the child and peers has widened

For pupils with or without an Education, Health and Care Plan there will be regular review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. An overview of the reviews and evaluations of effectiveness of support provision is 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 at least 5 times per year. In addition to this, provision which is over and above normal class teaching is detailed on the class provision maps and is reviewed 5-6 times per year, and discussed within the pupil progress meetings. Pupils with special educational needs may have more frequent or detailed assessments of progress. Using these assessment results it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments or reviews do not show adequate progress is being made the SEN support plan detailed on class provision maps will be 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 (2014, 6.37)*

At Chevening the quality of teaching was judged to be good in our last Ofsted inspection (November 2019)

We follow the Mainstream Core Standards which have been revised by KCC:

<http://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. These are delivered by school staff employed through the funding provided to the school as 'notional SEN funding' and through pupil premium funding.

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

At Chevening 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 we are committed to following 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 regularly review improvements as part of the school's accessibility planning and these improvements are set out annually in the DDA Update. It is the duty of the Governing Body to report to parents on the steps made to improve the accessibility of the school.

During Academic Years 2023-4 the following changes were made:

The building/grounds:

- On-going use of garden areas to provide "spaces" for children, club opportunities to develop unstructured times provision

Training:

- All school staff trained on Autism Education Trust training delivered by KCC
- Key Staff trained on Nurture Schools Programme

The curriculum:

- Our new school values have been further embedded and celebrated eg via weekly newsletter
- A nurture approach has been used for our most vulnerable pupils – basing learning around individual interests

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive what is termed 'notional SEN funding'. This is money which is devolved to the school from the local authority according to a County-wide formula for acknowledging costs associated with SEN provision. It is 'notional' as it is not ring-fenced with the school budget. This funding is used to ensure that the quality of teaching continues to be outstanding 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. A complete list of current interventions for different needs is available on request. However this list is under regular review throughout the year and parents will also be consulted on the support provided for their child.

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. The school applies for High Needs Funding for children who require this high level of resource and is currently accessing it for 2 pupils.

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

The school is committed to the principle of inclusion for all pupils. All clubs, trips and activities offered to pupils at Chevening are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Every child is encouraged to participate in at least one school club as part of the enhanced curriculum. Where it is necessary, the school will use the resources available to it, and work with parents to provide any additional support to enable the safe participation of pupils in planned activities.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Chevening we understand that an important part of the education provided is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through our PHSE programme and indirectly with every conversation adults have with pupils throughout the day. This is further supported at Chevening through our Christian ethos and the teaching of distinct Christian values to help and guide pupils in their decision making in social situations and in managing their own emotional needs.

We believe in the importance of having a healthy mental well-being and have therefore chosen to develop an Emotional Literacy Support Assistant (ELSA) role within school. One member of staff has completed the training. Another member of staff has completed Attachment training and further staff training is underway to become a "Nurture School". A further member of staff is training as a Play Therapist.

For some pupils with the most need for help in this area we will also do our best to provide

more specific strategies or support for example; time-out space for a pupil to use when upset or agitated, access to a counsellor or play therapist, mentor time with an identified and carefully matched member of school staff. We have a buddying system between Yr 6 and Yr R children. The school can also access support for pupils and families with emotional needs through the Early Help process. The school has also accessed information and support from charities such as 'Holding On Letting Go' which offers workshops for children and families who have experienced bereavement.

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 may require additional and different resources, beyond that required by pupils who do not need this support. A nurture-based approach is used for children who require it.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Chevening is Mrs Natasha Caisley, whose job title is 'Inclusion Manager'. She is a qualified teacher and former headteacher. She was a Senco from January 2000 until becoming a headteacher and then returned to the role in April 2016 at another local school, starting at Chevening Primary in September 2016.

Mrs Caisley holds the National Qualification for Sencos and has an additional Post-Graduate SEN qualification supporting learners with ASD in mainstream schools. She regularly attends training throughout the year to update her knowledge of SEN at local and national level.

Mrs Caisley works for 1.5 days per week at Chevening. She can be contacted at school on a Wednesday or a Tuesday/Thursday half-days via the school office or by email: senco@chevening.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

Some teachers and/or TAs have received training in the following areas:

- Autism Education Trust training (Spring 2024) All staff
- Nurture School Training (on-going throughout the year)
- Trauma Network session (Autumn 2023)
- Anxiety (Autumn 2023)
- Intensive Interaction (Autumn 2023)
- Trauma and the Brain - all teachers) (Autumn 2023)
- Referral Processes and Communication-Friendly school (Autumn 2023)

The school leadership team will continue to regularly review staff training needs within the area of SEND and to identify suitable providers. Training providers we can approach include specialist teachers via the LIFT (Local Inclusion Forum Team); local special schools, Kent Educational Psychology Service, Speech and language therapy service, occupational and physiotherapy therapy service based at the Dolphin Centre Tunbridge Wells. 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 plan to purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school can 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 Chevening will be invited to discuss the progress of their children on two occasions a year and receive a written report three times per year. In addition we will meet parents of children who are on the SEND register up to three times a year to discuss progress towards agreed outcomes. We are also happy to arrange meetings outside of these times if a need arises. As part of our normal teaching arrangements, many 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 the class provision map and through pupil progress and intervention reviews. Information about additional teaching will be shared with parents during parent 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 or the use of specific interventions which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs and will be recorded on the school SEN register at the level of 'SEN with support' because special educational provision is being made. The parents will be invited to contribute to the planning and review of this provision. Parents can be actively supported to contribute to assessment, planning and review. (see section 11 of this policy)

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 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, in a way which is appropriate for the child's age. Consultation with pupils will take place as part of the intervention review process. Pupils' views will also be sought during the SEN Governor's visit and through the monitoring and review of interventions process undertaken by the Inclusion Manager.

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 Chevening 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, then the Inclusion Manager or the 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 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 the Inclusion Manager on behalf of 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 Inclusion Manager on behalf of the Governing Body has engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Links to Kent's Early Intervention Team/ Kent Family Support Framework to access the Early Help process and services available through the Front Door
- Funding set aside for accessing the Educational Psychology service as and when it is required.

- Links to appropriate charities for supporting needs of pupils and families.
- 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
- Access to Kent Adult Education Service workshops and courses for parents
- Access to private organisations who provide training and information eg Starjumpz
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCo eg SENCo forum, NASEN and local project centred collaboration between SENCos

11 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 (formerly Kent Parent Partnership Service (KPPS)) 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

Office: 03000 412 412 and

E-mail: iask@kent.gov.uk

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

see also relevant information on the KCC website:

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

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

At Chevening we work closely with Pre-Schools to discuss the needs of pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The school Inclusion Manager visits Chevening pre-school during terms 5 and 6 and other nurseries where required. If necessary, transition meetings are held with parents and or external agencies to ensure that provision is identified and in place for transfer to school.

We also contribute information to a pupil's onward destination by providing information to the next setting. School staff attend the Transition Surgeries where relevant. The Inclusion Manager and the Year 6 teacher meet with staff from the receiving schools to ensure there is good transfer of information and to plan for any additional provision for Yr 7. Transition meetings can be held including parents, school staff

and any other agencies involved. Personalised transition arrangements such as additional visits to the receiving school can be arranged, to give pupils additional opportunities to become familiar with the school site and new school routines. Pupils are also prepared for transition to secondary school through direct teaching approaches during the summer term of year 6.

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

The local authority's local offer is published on

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

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