



Dame Janet
Primary Academy

Special Educational Needs and
Disabilities
(SEND)
Policy

Date: January 2019

To be reviewed: January 2020

Name of Academy	Dame Janet Primary Academy
Date of Policy Issue/Review	September 2019/ Review September 2020
Name of Responsible Manager/Head Teacher	Miss G Dear
Signature of Responsible Manager/Head Teacher	

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 SEND 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:

- Inclusion Policy
- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy
- Accessibility Policy

This policy was developed with parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Definition of SEND

A child or young person has SEND 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 SEND 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' *SEND Code of Practice (2014, p5)*

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

At Dame Janet Primary Academy we can make provision for every kind of frequently occurring special educational need and disability without a statement of special educational needs/Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's syndrome, Learning Difficulties, Behaviour Difficulties, Visual Impairment, Hearing Impairment and Physical Disability. There are other kinds of special educational need and disabilities 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 needs and disabilities: Autism, Behaviour difficulties, Speech and Language difficulties and Physical Disabilities. 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 Identification and assessment of pupils with SEND

At Dame Janet Primary Academy we monitor the progress of all pupils six times a year. We also use a range of assessments with all the pupils at various points.

On entry to school: Baseline, Speech Link and Language Link

Termly from year 1 - Phonics screening (KS1), teacher assessments, progress tracking, assertive mentoring.

Where progress is not sufficient, even if special educational needs and disabilities have not been identified, we put in place extra support to enable the pupil to catch up.

Examples of extra support are: FIZZY, Clever Hands, Read Write Inc 1:1, TRUGS, NESSY, Precision Teaching, Maths and English catch up. SEN provision is recorded on a provision map and reviewed each term.

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 Dame Janet Primary Academy we are experienced in using the following assessment tools: Speech Link, Language Link, Lucid Cops, Lucid Lass, GLS Dyslexia Screener, GLS Dyscalculia Screener, Boxall Profile, Wide Range Intelligence Test (WRIT), Weschler Individual Achievement Test (WIAT), British Picture Vocabulary Scale (BPVS) and Visual Stress Assessment. We have access to external advisors who are able to use these and other assessment tools to enable us to identify how best to support a child.

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 onto a Provision Plan/Individual Education Plan and reviewed regularly, refined / revised if necessary. At this point we will have identified that the pupil has a special educational need or disability 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 and disability. 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 and disabilities. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs and disabilities whether or not they have EHC Plans, including:

3a How the school evaluates the effectiveness of its provision

Each review of the provision map/Individual Education Plan will be informed by assessment information from teachers which will show whether adequate progress is being made.

The *SEND 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

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs and disabilities may have more frequent assessments of reading age, spelling age etc. The assessments we use at Dame Janet Primary Academy are referred to 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 SEND support plan will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs and disabilities

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. 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 SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*

At Dame Janet Primary Academy we are working closely with the Academy Trust to ensure that the quality of teaching is consistently good or better.

We follow advice in the Mainstream Core Standards 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. one to one tutoring, precision teaching , mentoring, small group teaching, use of ICT software learning packages.

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

At Dame Janet Primary Academy 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 and disabilities. 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.

3e Additional support for learning that is available to pupils with special educational needs and disabilities

As part of our budget we receive 'notional SEND 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 SEND support. The amount of support required for each pupil to make good progress will be different in each case and is monitored closely to ensure effectiveness. In some 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. If additional funding is needed, school can apply for High Needs Funding.

3f How the school enables pupils with special educational needs and disabilities to engage in activities of the school (including physical activities) together with children who do not have special educational needs or disabilities

All clubs, trips and activities offered to pupils at Dame Janet Primary Academy are available to pupils with special educational needs or disabilities 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

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

At Dame Janet Primary Academy 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, Circle Time, Assertive Mentoring, PSHE and indirectly with every conversation adults have with pupils throughout the day.

For pupils with the most need for help in this area we can provide a variety of support e.g. access to counsellor, talk time with Learning Mentor/Behaviour Mentor, referral to CAHMs, time-out space for pupil to use when upset or agitated

Pupils in the early stages of emotional and social development because of their special educational needs and disabilities will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

The SENCO at Dame Janet Primary Academy is Miss Gemma Dear, who is a qualified teacher. Miss Gemma Dear is available on 01843 591807.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured

Teachers and teaching assistants have had the following awareness training:

Safeguarding

ASD awareness

ADHD awareness

Dyspraxia awareness

De-escalation techniques

Behaviour Management

Selective Mutism

Visual Impairment

Maketon Signing

Speech and Language

Some teachers and teaching assistants have attended individual specialised training in areas such as:

Behaviour and Anger Management

Dyslexia

Dyscalculia

Lego Therapy

Precision Teaching

FIZZY

Sensory Circuits

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: St Anthony's, Foreland Outreach, Laleham Gap, Educational Psychologist, Speech and Language, Occupational Therapy Service, School Nursing Team and Physiotherapy Service.

6 Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured

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

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

All parents of pupils at Dame Janet Primary Academy are invited to discuss the progress of their children three times a year and receive a full written report at the end of the academic 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 and disability. All such provision will be recorded, tracked and evaluated.

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 and disabilities because special educational needs and disabilities provision is being made and the parent will be invited in to discuss planning and review of this provision.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend a review each year. Wherever possible this 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 and disabilities about, and involving them in, their education

When a pupil has been identified to have special educational needs and disabilities because special educational needs and disability provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school

The normal arrangements for the treatment of complaints at Dame Janet Primary Academy are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO 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 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 school involves 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 disabilities and in supporting the families of such pupils

School have engaged with the following bodies:-

- LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year
- Speech and Language advisory sessions

- FEGANS charity for pastoral/counselling support

11 The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with clause 32

Information, Advice and Support Kent (IASK)

(formerly Kent Parent Partnership Service)

A Special Educational Needs and Disabilities Service for 0 - 25 year olds

Helpline - 03000 41 3000 Monday - Friday 9am - 5pm

Email: iask@kent.gov.uk

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

Office Telephone No: 03000 412 412

Fax: 01622 671198

12 The school's arrangements for supporting pupils with special educational needs and disabilities in transferring between phases of education or in preparing for adulthood and independent living

At Dame Janet Primary Academy 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. SENCO attends the local transition meeting between feeder nurseries to share information and will meet individually with any nursery where additional information is needed.

We also contribute information to a pupils' onward destination by providing information to the next setting, attending the transition meeting and arranging taster sessions.

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

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

Written: September 2019

Review date: September 2020

Signed by SEN Governor/Chair of Governors.....

