

SANDWICH INFANT SCHOOL



Where everyone is valued and learning is fun

SPECIAL EDUCATIONAL NEEDS POLICY and INFORMATION REPORT

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:

- Child Protection policy;
- Behaviour policy;
- Complaints policy;
- Health and Safety policy
- Equality Action Plan
- Supporting Pupils at School with Medical Needs policy

This policy was developed with the governing body and representatives of parents of pupils of the school, some of whom have children with special educational needs, 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, 2014, p. 4*).

Special educational needs (SEN) that affect a child's ability to learn can include their:

- behaviour or ability to socialise, e.g. not being able to make friends
- ability to read and write, e.g. they have dyslexia
- ability to understand things
- concentration levels, e.g. they have Attention Deficit Hyperactivity Disorder
- physical needs or impairments

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, p. 5*).

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

At Sandwich Infant 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, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational needs 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.

Currently the school does not have any children with an Education, Health and Care plan (EHCP), however we have much experience of these and the processes involved. 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. Information about the policy for identification and assessment of pupils with SEN

At Sandwich Infant School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points these include:

- Y1 phonics screening, (June)
- Phonic assessments (Termly)
- SATs Test in Yr. 2 (May)
- EYFS profile (June)
- Speech link, (September/October)
- Language link, (September/October)
- Formative and Summative assessment (As required)

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:

- Adaption/ Differentiation
- Intervention in Reading or Handwriting
- Support in Phonics through Little Wandle groups and 1 to 1 groups
- Intervention in Maths
- IT Software such as Clicker 7 and communication in Print
- Intervention Groups in Reading, Writing, Handwriting and Maths including Spelling/Handwriting
- Daily Reading with an Adult
- TA Supported Group work
- Language through Colour

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Sandwich Infant School we are experienced in using the following assessment tools:-

- Speech Link
- Language Link
- Leuven Scales
- CoPS Cognitive Assessment
- Test of Visual Perception Skills
- Strengths and Difficulties Questionnaire (SDQ)
- Boxall Profile
- GL Assessment Dyslexia Portfolio

The purpose of these assessments identifies different resources and approaches that may be needed to support a child to make progress. The assessments will be shared with parents and if a need is identified, the support will be put in place and detailed on the class provision mapping plan. These will be reviewed regularly by the class teacher and refined if necessary. At this stage a child may not be identified as having 'Special Educational Needs' but may need to work on identified areas to help them make progress. The child will be placed on our Monitoring Register" to ensure that support is carefully planned and monitored. This is reviewed in October, January and May and parents will also be informed by class teachers, when their child is placed on or removed from it with the reasons for the decision.

Where this is not enough, and a pupil may continue to need resources, including teaching, that is additional to, or different from, that of their peers, we will identify them as having Special Educational Needs. The child's name will be recorded on the "SEN Register" which is reviewed

and updated every October, January and May. Parents will be informed by class teachers and by letter when their child is placed on, or removed from the register, together with the reasons.

The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

After a period of time, if the child is able to maintain good progress without the need for an additional or different approach, the child will no longer be identified as having SEN (Special Educational Needs). When any change of identification in SEN is made parents will be notified. We will ensure that all teachers and support staff who work with a pupil are aware of the support to be provided and the different approaches that are to be used. Children on the SEN register will have either a Record of SEN detailing the interventions and strategies required to support, or a PLP (Personalised Learning Plan). These are evaluated three times a year by the child's class teacher.

We also have access to external advisors, such as Educational Psychologists (EP) and Specialist Teachers through the Specialist Teaching and Learning Service (STLS). 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.

If the school feels that it is necessary to involve an EP for the identification of need for an individual child, the SENCo will request for this to happen by completing an Educational Psychology Service Request Form. This form is completed by teachers alongside parents, who give written permission before a request is accepted. This service is a bought-in service paid for by the Trust.

If the school feels that it is necessary to involve the Paediatrician, Early Help or another other professional, parental consent will be requested and the most appropriate referral can be made after the gathering of evidence.

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

Each review of the SEN support plan (PLP or Record of SEN) 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 (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 or an Education, Health and Care Plan (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. For children without an EHCP additional SEN parents meeting will be offered to parents so that they can evaluate the effectiveness of their child's interventions alongside the class teacher and SENCO. The collation of all annual review evaluations of effectiveness will be 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 three times per year. These results are then reviewed by the Head teacher, class teacher and SENCO in the pupil progress meetings held four times a year following the data collection. Pupils with special educational needs may have more frequent assessments to inform planning. The assessments we use at Sandwich Infant School are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

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*).

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

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments, including one to one teaching, small group teaching and the use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding'. Where the child's need is greater we can apply for high needs funding once all of the relevant referrals have been made, and evidence gathered.

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

At Sandwich Infant 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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we have made the following improvements:

- Staff knowledge of SEN pupils and barriers to learning through external and in-house training for teachers and support staff;
- Epilepsy awareness training;
- There is always a mixture of full first aiders and emergency first aiders at work on site.
- There is a disabled toilet and changing facilities.
- Dropped curbs for access
- Creating a sensory room

The schools accessibility plan has been updated by the SENCO and will be reviewed by The Governing Body.

3e. Additional support for learning that 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 at least 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 the interventions we offer are outlined in our termly provision mapping. 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. This is called High Needs Funding. This can sometimes enable us to employ an additional TA to support a child on a 1:1 basis in order to offer a bespoke, multisensory curriculum.

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

All clubs, trips and activities offered to pupils at Sandwich Infant School are available to pupils with special educational needs, either with or without an Education, Health and Care Plan. Where 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

At Sandwich Infant 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 PHSE or Circle Time lessons or assemblies and indirectly with every conversation adults have with pupils throughout the day. Playground Buddies watch out for children in need of friendship.

For some pupils with the most need for help in this area we also can provide the following:

- Referral to external agencies such as Early Help;
- Lego Therapy;
- Emotional Regulation;

- 5 Point Scale;
- Sand Play;
- Drawing and Talking;
- Self-esteem activities;
- Social Skills teaching groups;
- Whole school approach to using set language for a specific child
- Learning breaks
- A chance to go to the sensory room
- When it is felt that a child is not able to manage a full day whether for medical, emotional or other reasons this will be discussed with the parents and a support plan put in place recording agreed targets, action, the outcomes of regular review meetings and the names of key people involved with the pupil.

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 those required by pupils who do not need this support.

4. Contact details of the SEN Co-ordinator

The SENCO at Sandwich Infant School is Miss Leanne Bennett, who is a qualified teacher and took up the post of SENCO in September 2017. She gained the National Award for SEN coordination in 2014.

Leanne Bennett is available on 01304 613358 or SENCO@sandwich-infant.kent.sch.uk. Her usual SENCO working hours are Monday through till Friday.

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

All teachers and teaching assistants (and some MDS) have had the following awareness training:

- Behaviour (2020)
- ASC and masking within girls (Feb 2021)

In addition, further staff training can be seen in Appendix 1.

Where a training need is identified beyond these, we will find a provider who is able to deliver it. Training providers we can approach are:

- Speech and Language;
- Occupational Therapists;
- Physiotherapists;
- Specialist Teaching and learning Service;
- School Nursing Team.

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 that the school does not have, we will purchase it using the notional SEN funding. 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 special educational needs about, and involving them in, their education

All pupils at Sandwich Infant School have a "Home-School Reading/Contact book" in which messages between school and home can be sent on a daily basis. Children are asked to tell the class teacher if there is a message because of daily time constraints. Due to COVID, parents are currently asked to email their child's class teacher if they have any messages.

All parents of pupils at Sandwich Infant School are invited to discuss the progress of their children on three occasions a year and receive a written report once 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 (in November, February and June/July).

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 onward 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.

Parents of pupils with SEN are also invited to complete a yearly questionnaire in October to give their view as to their child's strengths and weaknesses and how they feel the school might best support them.

For parents who are non-English speaking, for whom English is a second language or who have difficulties with literacy skills, every effort will be made to find an interpreter and /or alternative means of communication so that they are fully involved in the support and progress of their child's education.

8. 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. 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.

Pupils complete a yearly "Pupil Passport" with their Class Teacher or Teaching Assistant in Term 1 in which they are able to state what they find difficult, what they like and how they feel they might be supported. This will be used to inform any SEN provision. If a child is added to the SEN register they will complete the pupil passport when their name is added to the register.

Where a pupil has difficulty with communication we will use of visual aids so that they are actively involved in the planning of their support.

9. 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 Sandwich Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO and/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. 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) formerly "Kent Parent Partnership Service" provides free, impartial, confidential, legally based advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They can also advise on health and social care. They empower parents to play an active and informed role in their child's education. Copies of their leaflet can be obtained from the SENCO or they can be contacted on:

Office Telephone Number: 0300 41 3000,

Email: iask@kent.gov.uk

Website: www.kent.gov.uk/iask

"Independent Support" is an organisation which will provide an independent supporter for parents of children who have an existing Statement of Educational Needs, Education, Health and

Care Plan or have been assessed as requiring one. They can help parents prepare for meetings, give their views and make choices and tell them where to get help for an appeal. Copies of the leaflet may be obtained from the SENCO or your local Independent Support Worker can be contacted on:

Telephone Number: 0300 011 0151

Email: info@iskent.org

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

At Sandwich Infant 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.

When pupils transfer to us from pre-school the following transition arrangements are used:

- All families are offered a home visit by our Reception Teachers and Teaching assistant in order to get to know the child and family before they join us;
- Our Reception Teachers visit all children in their pre-school settings to observe them and discuss strengths and needs with the professionals who are already working with them. Where appropriate the SENCO will also visit the pre-school setting;
- For children who have complex additional needs, a transition meeting may be arranged with all family member and professionals involved with the child in order to make any appropriate arrangements to ensure a smooth transition;
- All children are offered the opportunity to visit the school several times before joining.

When pupils transfer from us the following transition arrangements are used:

- The children are offered the opportunity to visit the junior school several times before joining;
- Year Two and Year Three class teachers meet to transfer information;
- The SENCO at Sandwich Infant School works closely with the SENCO from Sandwich Junior School during Year Two to ensure a smooth transition.
- The children are allocated a buddy to help them at the junior school.

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

This Policy will be reviewed annually.

Reviewed on 03.02.2022 by Leanne Bennett (SENCO)