

Reviewed February 2017  
Agreed FGB Meeting 27/02/2017  
Next Review 02/2018



## Platt C.E Primary School

### **SEN & Disability Policy/SEN 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:

- Behaviour Policy
- Home school agreement
- Equality Policy
- Safeguarding policy
- Complaints Policy
- Teaching and learning Policy
- Homework

This policy was developed with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually. Consultation was through a letter via parentmail.

### **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 Platt CEP School we can make provision for every kind of frequently occurring special educational need 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 and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: autism, physical disabilities, global learning delay and behavioural, social and emotional difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / 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 Platt CEP School we monitor the progress of all pupils at six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, speech link, language link, spelling age, reading age and dyslexia screening where appropriate and 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 booster groups, pre-teaching sessions, small group work, intervention programmes such as BRP, and one to one support.

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 Platt CEP School we are experienced in using the following assessment tools: dyslexia assessments, Aston testing, WRIT, Neale test, Boxall profile, COPS and Leuven's. And we have access to external advisors through the specialist teaching service or Educational Psychologist who are able to test using a range of assessments to suit the needs or area of concern. These tests are completed at school.

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.

## 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 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 without a statement of special educational needs / 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.

### 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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Platt CEP School are listed in section 2 of this document. 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)*

In Platt CEP School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards [<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/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 e.g. small group teaching, intervention groups, BRP, computing software learning packages, online learning, Nessy, Word Shark, Dynamo Maths, one to one tutoring / precision teaching, mentoring, and Communicate in Print. . These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' and High Needs Funding.

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

At Platt CEP 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 the Governors have recently made the following improvements as part of the school's accessibility planning:

- Staff training – dyslexia, dyscalculia difficulty, phonics (which phonics), making memories training.
- Specialist training via Ridge View Specialist teaching Service for teachers (where appropriate to meet the needs of individual children in class) please see the training record further on in the document for further details of these.
- Intervention groups led by teaching assistants trained in a specialised area.
- ICT resources e.g. laptops, microphones, dictaphones.
- Colour overlays, paper for those pupils who find it helps them.

and have identified that the following aspects of the school need to be improved:

- Training- positive handling
- To create further small teaching areas.
- Mind maps

*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 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 each year group have provision maps designed

specifically for the needs in that class. 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 (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

*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 Platt CEP School are available to pupils with special educational needs either with or without a statement of special educational needs / 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*

At Platt CEP 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 through PSHE, circle time, planned emotional support and indirectly with every conversation adults have with pupils throughout the day.

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

- Access to specialised teaching assistant for emotional needs (LIFT)
- Referral to CYHPS- Children and Young adults
- Referral to Early help- family Support Workers
- Agencies access through the Early Help Service
- Emotional support and Lego therapy
- Allocated time out space for individual children
- External referral to CAMHS, Young Healthy minds, Family matters
- Specialist counselling services
- Music/art/animal therapists (privately run)
- Play therapy (privately run)

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 The name and contact details of the SEN Co-ordinator

The SENCO at Platt CEP School is Amy Fenton, who is a qualified teacher and has been accredited by the National Award for SENCO Accreditation at Canterbury Christ Church University in October 2015.

Amy Fenton is available on 01732 882596 or [amy.fenton@platt.kent.sch.uk](mailto:amy.fenton@platt.kent.sch.uk) She teaches but is out of class on a Thursday.

#### 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 have had the following awareness training:

- Dyslexia and dyscalculia Training
- Guided Reading
- Behaviour Management
- Autism Awareness
- Phonics teaching – Which phonics

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

<b>Staff member:</b>	<b>Training:</b>
Amy Fenton	Psychology degree SEN Coordination Accreditation Dyslexia Attachment Time to talk Moving and handling Boxall Profile EAL strategies Assessment in SEN Sensory Circuits where next? Revision of outcomes for EHC Plans Safeguarding Deputy Lead Zones of Regulation
Gilly Coles	Dyslexia and Dyscalculia Lego therapy Making memories Emotional wellbeing Social stories Bereavement Dyslexia Divorce and separation RELATE counselling skills (2 parts) Attachment and Trauma

Cathy Ritter	BRP- Better reading partnerships, BEAM, Communication in print Dyslexia
Lynne Burgess	Bereavement Listening ear Dyslexia
Diane Richards	BRP- Better reading partnerships and Rapid read Dyslexia
Steph Riseborough	Language for learning Reluctant Speakers Dyslexia
Jaye Palling	Zones of Regulation
Hannah Walters	BRP- Better reading partnerships Dyslexia

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: Ridge view School, Grange Park, Educational Psychologist, Speech and language therapist, physio therapist and dyslexia specialists. 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 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 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Platt CEP School are invited to discuss the progress of their children on two occasions a year and receive a written report once a 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. Parents are invited to view their child's books three times a year during 'open classrooms'.

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 a statement of SEN / 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. 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 concerning the provision made at the school

The normal arrangements for the treatment of complaints at Platt CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with initially the class teacher, a member of the Senior Leadership Team, The SENCO and finally the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How 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 governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service

- As part of the collaboration, we have access to some Educational Psychology service
- 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 ad hoc requests for advice from Communication and Assistive Technology Team, etc
- SENCO regularly attends AEN update meetings and SENCO forums.

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000412412

**E-mail:** iask@kent.gov.uk

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

12 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 Platt CEP 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. To enable a smooth transition we aim to conduct home visits, meeting with parent/carers, meetings with pre-school or prior setting and meetings with the Secondary schools.

We also contribute information to a pupils' onward destination by providing information to the next setting. We conduct transition meetings with secondary schools and the next school as well as invite secondary school colleagues to relevant meetings.

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

The local authority's local offer is published on [www.kelsi.org.uk/special-education-needs/special-educational-needs](http://www.kelsi.org.uk/special-education-needs/special-educational-needs) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

**ABBREVIATIONS:**

**SEN&D**—Special Educational Needs and Disability

**EHCP**—Education, Health and Care Plan

**SENCO**—Special Educational Needs Coordinator

**LIFT**—Local Inclusion Forum Team

**AEN**— Additional Educational Needs

**ASD**—Autistic Spectrum Disorder

**PECS**—Picture Exchange Communication System

**CHYPS**—Child and Young Healthy Person Service

**CIP**—Communicate in Print

**GLOSSARY**

**Aston Testing**— A language based assessment highlighting language and literacy difficulties.

**Dyscalculia**—A difficulty with Maths

**Dyslexia**—A difficulty with Literacy

**WRIT**—Wide Range of Intelligence Test

**Neale Test** —Reading Test

**Boxall Profile**—Emotional wellbeing assessment

**Leuvens** – Emotional wellbeing and engagement assessment

**Example Provision Map:**

**Provision Map for SEN and Vulnerable Children**

Year group:		Class:		Teacher/s:		Term:		
Whole Class Quality Teaching:		Daily timetable displayed - am/pm, Traffic light behaviour system in place - positive behaviour (star of the day, class marble points), Class Charter displayed and referred to...						
Individual provision:								
Intervention	Group size	Frequency and staff	Pupils	Entry data	Intervention target	Exit data	Impact of Intervention	Proportion met

**Core Standards:**

<b>Cognition and Learning</b>		
My teaching incorporates some elements of recognised intervention programmes in my everyday classroom teaching to support literacy, numeracy, motor development or behaviour for learning.		
I apply a portfolio of teaching skills which takes account of children's cognitive strengths and weaknesses and enables them to make good progress.		
I am familiar with key requirements of the SEN Code of Practice; Kent Family Support Framework; Equality Legislation; Ofsted expectations in relation to pupils with Cognition and Learning difficulties.		
I have access to awareness raising training for aspects of the difficulty. I have attended:	<b>YES</b>	<b>NO</b>
	Making Memories Training	
	Assessments – Purpose & Tools Training Dyscalculia Training	

### C & L Quality First Teaching

<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
Careful consideration of the requirements of homework			
Alternative recording methods			
<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
General ICT access with appropriate software			
Availability and planned use of supportive software e.g. Clicker 6			
Analysis of curriculum content to plan appropriate differentiation			
Pupil's preferred methods of recording/communication used for teaching and assessment			
Focus on key concept/objective Use simplified language to explain concepts. Ensure all CYP understand by asking open ended questions.			
Provide visual support to all oral information			
Peer support and sensitive grouping/pairing for practical activities			
Learning environment and structure that incorporates visual, auditory and kinaesthetic elements, providing for smaller group and individual teaching			
Adapted general classroom equipment – scissors, pencil grips.			
Word banks, number lines, subject and topic specific words.			
Visual timetable, "Active Listening" cues, labelled environment at appropriate visual recognition level.			
<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>

Any worksheets should be simple and clearly laid out			
Provide spellings of all new subject specific words			

**C & L Targeted Support for individual and small group short term interventions**

<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills.			
Provide dictionary, ACE dictionary, thesaurus, writing frames, handwriting guides, concrete resources e.g. cubes, magnetic letters, numicon			
Provide differentiated books and text			
Provide specific software to underpin learning e.g. synthetic phonemes programmes like 'Nessy', Wordshark and Numbershark			

<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
Sensitive use of additional adult to <ul style="list-style-type: none"> <li>• Promote participation and independence</li> <li>• Promote independence skills</li> <li>• Act as scribe/reader in class or in test situations</li> <li>• Support social inclusion</li> <li>• Support work experience</li> </ul>			
Chunk instructions into small steps			
Maximise opportunities presented through small group activities available in school to develop <ul style="list-style-type: none"> <li>• Literacy e.g. Reading Recovery, ALS, Phone-</li> </ul>			

Graphix, SoundsWrite, Read Write inc <ul style="list-style-type: none"> <li>• Numeracy e.g. Springboard Maths</li> <li>• Social and Emotional Aspects of Learning</li> <li>• Self-awareness</li> <li>• Self-organisation and independence</li> <li>• Communication skills</li> <li>• Gross and fine motor skills</li> <li>• Listening skills</li> </ul>			
Access to additional equipment e.g. word processors, laptops and Dictaphones			
<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
Access to additional supportive software e.g. word prediction, write on-line, Inspiration/kidspiration			
Adjustments to classroom environment e.g. CYP may need to sit at the front of the class or away from distractions.			
Adapted equipment e.g. desk slopes, posture pack, move 'n' sit cushions.			

<b>Personalised / Individualised Learning/Long term interventions</b>			
<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
Individualised intensive interventions to address additional long term learning and skill development consistent with needs relating to cognition and learning which are unique to a particular pupil e.g. individual workstation			
Training for specific cognition and learning needs e.g. Down Syndrome, Dyslexia.			
Organisational/environmental changes e.g. designated working with few distractions; small group working.			

<b>Expected Provision</b>	<b>Cost</b>	<b>What action has been taken?</b>	<b>What impact has this made?</b>
Highly differentiated literacy and numeracy programmes at an appropriate developmental level.			
Consideration given to the allocation of staff time for planning and preparation of resources.			
Individualised programmes for pupils are planned and differentiated by the class/subject teacher following specialist advice			
Support available to implement individual therapy programme to address coordination/sensory modulation difficulties as advised by therapists.			