



**Kent County Council
Children, Families and Education Directorate**

**Special Educational Needs and
Disabilities (SEND)
POLICY
STATEMENT**

OF

DOWNS VIEW INFANT SCHOOL

Responsible People named in this Policy

Inclusion Leader/SENDCo

Lisa Somerville

**Head Teacher
Chair of Governors
SEND Governor**

**Tracy Kent
Felicity Moore**

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Written September 2014

Reviewed Yearly

Last reviewed November 2019

Downs View Infant School

SEND Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

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:

Equality Scheme

Behaviour Policy

Safeguarding Policy

Online Safeguarding Policy

Complaints Policy

Teaching and Learning Policy

Intimate Care policy

Travel Plan

This policy was developed with the support of and in conjunction with the Head teacher, Inclusion Leader, teachers and teaching support staff, parents/carers and a Governor with teaching and learning responsibility. This will be reviewed annually.

Definition of Special Educational Needs (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 (2015, p 15)*

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 (2015, p16)*

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

At Downs View 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, learning difficulties, physical difficulties, social and emotional difficulties and behavioural difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and / or Physical development. 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 SEN

At Downs View Infant School we monitor the progress of all pupils six times a year to review their academic and well-being and involvement progress. We also use a range of assessments with all the pupils at various points. For example:

- Y1 National phonics screening (June of year 1/ year 2 retakes),
- Speech link (used throughout the school when required for targeted pupils with speech articulation difficulties),
- Language link / Language for Thinking (used throughout the school when required for targeted pupils),
- Reading age test (for targeted pupils),
- Leuven well-being and involvement levels (at the end of each term for all pupils),
- Boxall Profile (for targeted pupils when required for behavioural differences),
- Lucid cognitive progression assessments (for targeted pupils when required for memory/language differences) This is also an indicator of the likelihood of being Dyslexic.

- All of these assessments are used to monitor progress and are used, when appropriate, as an entry and exit assessment for when intervention is used.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to close gaps with average national expectations; diminish the difference. Examples of extra support are fine and gross motor skill programmes, additional phonics and reading, booster Maths and English groups, cognitive learning programmes, speech and language programmes, art, play and Lego therapy and behaviour/ social and emotional intervention programmes.

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

Speech Link, Language Link, Language for Learning, Language for Thinking, Lucid Cognitive Progress assessments, Boxall Profile for behaviour.

We have access to external advisors who are able to use the following assessment tools:

- Speech and Language Therapy – assessment and programmes,
- Educational Psychologist – observation, assessments and recommendations,
- Specialist Teaching and Learning Service (STLS) – cognition and learning assessments, social and emotional development, physical difficulties, communication and interaction differences, behavioural difficulties. These include Wyvern and Goldwyn specialist school outreach support for complex needs and ASD.
- Paediatrician assessments – health/social and emotional development,
- Mental Health support – psychological screening, CAMHS
- Occupational Therapy – physical and/ or sensory requirements.

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 and close the gap (diminish the difference) with their non-SEN peers. These will be developed with parents, put into a SEN support plan and reviewed three times per year, 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. Children with more complex needs may need a more detailed support plan called a special educational needs provision plan. This will be used to apply for High Needs Funding and / or an Educational Health and Care Plan for a child if required.

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 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/Intervention teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 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 an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be presented within the school annual SEN Review Report and will be reported to the governing body.

3b Assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year at the end of each term. This information is analysed within pupil progress meetings with year group teams, the SENDCO and senior management. This involves analysing data, setting targets, reviewing intervention provision etc. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, behaviour plans etc. The assessments we use at Downs View Infant School are Target Tracker, Language Link/ Language for Learning/Language for Thinking, Speech Link, Cognitive Progress Assessment, Reading tests, Boxall Profile, EYFS Development Matters, communication and interaction scales. Using these it will enable progress to be monitored, analysing if assessment gaps have been closed and 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. School's 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 (2015, 6.37)*.

In Downs View Infant school the quality of teaching is judged to be 'good' in our last Ofsted inspection (June 2011)

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

This can be found using the following link:

[http://www.kelsi.org.uk/pupil support and wellbeing/targeted support/inclusion/inclusion and achievement/publications and documents.aspx](http://www.kelsi.org.uk/pupil-support-and-wellbeing/targeted-support/inclusion/inclusion-and-achievement/publications-and-documents.aspx)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching / mentoring, small group teaching, one to one support and use of ICT software learning packages such as Communicate in Print. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

3d How Downs View adapts the curriculum and learning environment for pupils with special educational needs

At Downs View 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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Head teacher and Governors ensured that the following improvements have been made as part of the school's accessibility planning:

- Inclusive planning and precision teaching has enabled children with AEN to be fully included in the majority of curricular activities.

- Continuous and regular CPD to ensure that staff are adequately trained and given opportunity to share resources with colleagues following training.
- Disabled parking and two disabled toilets in place for adults and children with a disability
- Accessibility through ramps/ a portable ramp to access different parts of the school.

Our annual accessibility audit will continue to:

- Evaluate training needs and research appropriate training which is recognised as part of appraisal and part of the Education and Health Care plan for individual pupils.
- Evaluate adequate parking around the school /road for families with disabilities.
- Review access points for visually impaired children and adults(ie pathways/ steps)

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 a full list of the interventions we can offer is on our provision map. 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 known as High Needs Funding.

3f Enabling 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 Down View Infant school are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to 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 Downs View 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 PSHE lessons, ‘Special Time’ 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 counselling services,
- mentor time with a member of the senior leadership team,

- external referral to Children and Young people's service (CAMHS),
- play / art therapy,
- group Lego therapy,
- calm down or quiet space for pupil to reduce anxiety levels for individual children in all classrooms,
- individualised curriculum (sometimes outside of the main classroom) which may include outdoor learning in Forest School area.

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/Inclusion Leader

The SENDCO / Inclusion Leader at Downs View Infant school is Lisa Somerville, who is a qualified teacher and has been the school SENDCO / Inclusion Leader since Sept 2014. She completed the National Award for SEN Co-ordination at Christ Church University in Canterbury in May 2016. She also holds a Bachelor of Education Honours degree from Nottingham University 1990.

Lisa Somerville is available from Monday– Thursday on 01233 632339 or any time using the email lsomerville@downs-view.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

The majority of teachers and teaching assistants have had the following awareness training (as of November 2019) :

- Dyslexia/Dyscalculia
- Autism/Asperger's
- Language through Colour/ Language For Thinking.
- Behaviour – Emotion coaching
- Social and Emotional Development
- Inclusion
- Gross and fine motor control
- Cognitive development
- Cued articulation.
- Team Teach de-escalation

Some Teachers and Teaching/ support assistants will have additional training for :

- Speech
- Language Enrichment
- Lego/Art therapy
- Makaton signing

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 Wyvern and Goldwyn outreach, Specialist Teaching Service, Educational Psychologist, Speech and Language therapist, Occupational therapists, Physiotherapist, dyslexia specialists etc. 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 some individual pupils it may be possible to seek funding for specific resources/services through High Needs Funding. 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 Downs View Infant school are invited to discuss the progress of their children three times a year where parents discuss the pupil with teacher and teaching assistant as well as Intervention teachers/ teaching assistants where appropriate. Parents also have an opportunity to meet with the school Inclusion Leader / SENDCO at this time. Before the meeting parents will receive a draft copy of the child's SEN support plan which is then discussed and refined during the parent consultation meeting. Every parent will receive a full written report yearly, outlining progress and attainment in all subjects/areas as well as a mid-year written report in February. In addition we are happy to arrange additional meetings outside of these times if required. For parents of children on a reduced timetable a meeting will be arranged at the end of each re-integration phase in line with their child's reintegration plan and support programme. As part of our normal teaching arrangements, all pupils will access some additional teaching to help close gaps if the progress monitoring indicates that this is necessary; this will not necessarily imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map the findings of which will be shared with parents at Parents Consultation evenings.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having a special educational need 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 encouraged 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. Annual reviews are now to be held in KCC schools before the transition of a child to a new key stage.

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, where appropriate 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 Downs View Infant school are used for complaints about provision made for special educational needs (see our Complaints Policy). We encourage parents to discuss their concerns with their child's class teacher, SENDCo/Inclusion Leader 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 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 an awareness of the schools' access to the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Private commissioning of an Educational Psychologist
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Paediatric and nursing teams
- Mental health through Children and Young People's Mental Health services CAMHS
- 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
- Membership of professional networks for SENDCO eg SENDCO forum

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 2015. 6.39),

Information Advice and Support Kent (IASK) provides free and confidential information, advice and support services, for parents of a disabled or a child with a special needs and to children and young people up to the age 25 who have a special 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: 03000 412412

E-mail: iask@kent.gov.uk

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

12 Supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Downs View 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. This will include visiting pre-school settings, including childminders and nurseries, and specialist units to make a personalised transition programme for each pupil as well as multi-agency meetings with all agencies involved where possible as well as

parents. We work very closely with Kennington Academy Primary school, our main feeder junior school, to ensure a smooth transition from Key Stage One to Key Stage Two.

Transition between each year group is planned carefully with a range of activities arranged to prepare each child for their next phase of learning. When a child with special educational needs is due to leave the school either at the end of Key Stage 1 or mid-year, the Inclusion Leaders/SENDCos of both schools will discuss individual needs to ensure that provision is prepared in advance at the new school. Class teachers will have a detailed handover with the new class teacher where possible to ensure that the whole child is discussed including progress/ attainment personalised targets, involvement of outside agencies and resources necessary for the pupil. Records will be passed to new schools and electronic information passed through SIMS.

13 The local authority's local offer:

The local authority's local offer is published on www.kent.gov.uk/education-and-children/special-educational-needs and is also on our website. Parents without internet access can access a paper copy in the school office or can make an appointment with the SENDCO for support to gain the information they require.

Approved by the GB on

Next review on