



Borden Church of England Primary School

Part of the UNITAS Collaboration

School Lane Borden Sittingbourne Kent ME9 8JS

SEN & D Policy 2016

Reviewed	Ratified	Next review
20/09/2016	06/12/16	20/09/2017

<i>Chair of Governors</i>	<i>signed</i>	<i>date</i>
<i>Headteacher</i>	<i>signed</i>	<i>date</i>

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

Equity Act 2010

Schools Admission 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, Equalities Policy, Safeguarding Policy, Homework Policy etc.

This policy was developed with the staff, parents and governors of Borden CEP 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. If a child does have SEN they will be placed on our SEN register. However, if a child has a medical need, or a diagnosis from a medical practitioner but are continuing to make the same progress as their peers, then they will be placed on a medical register. Such difficulties may include hearing loss, ASD or severe allergies.

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

- (a) Has 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 SEN for which provision is made.

At Borden CEP 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, autistic spectrum disorder, learning difficulties, and the hearing impaired. 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 may be met.

The school also currently meets the needs of a small number of pupils with an Educational Health and Care Plans. Decisions on the admission of pupils with an Educational, 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. The policy for identification, provision and assessment of pupils with SEN

At Borden CEP School we monitor the progress of all pupils 6 times a year to review their academic progress. We also use a range of assessments with pupils at various points in their school life, or when it is deemed necessary, e.g. Year R Baseline Assessment and Language Link, Y1 phonics screening, Speech Link, SATS in Yr2 and Yr6 and Accelerated Reader assessments in Years 2 to 6.

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: extra Read Write Inc., Precision Teaching, Fizzy, Clicker 5, reading comprehension, inference and deduction, and social/emotional skills groups.

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 Borden CEP School we are experienced in using the following assessment tools: Language for Learning, RWI phonic assessment, Dyslexic Screening Test, Neale Analysis of Reading Ability, Dash (speed of writing), ASD/ADHD assessments from Paediatricians, Speech Link and Language Link. We have access to external advisors such as Educational Psychologists who are able to use more specific assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a Provision map support plan and reviewed termly, and refined/revised if necessary. This will be undertaken as a Pupil Provision meeting between the Class Teacher, LSA and Head Teacher with input from the SENCo. 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. The pupil will then be added to our SEN register.

If the pupil is able to make good progress using this additional and different resource, and there is sufficient evidence to support this, 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. This would be monitored. 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. In some cases where progress is not being made, the pupil will be referred to LIFT (Local Inclusion Forum Team) in order to assess specialist support, or a referral to Educational Psychology Service will be made.

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.

The *SEN Code of Practice (2014, 6.147)* 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 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 annual review will be by the views of pupils, parents and all staff working with that child.

3 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 6 times per year. The assessments we use at Borden CEP 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.

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 Borden CEP School the quality of teaching is judged to be at least "Good".

We follow the Mainstream Core Standards (<https://shareweb.kent.gov.uk/Documents/KELSI/supporting-pupil-learning/SEN/SEN/Mainstream%20Core%20standards%20for%20all%20learners%20for%20KELSI.doc>) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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

Adaptations of the curriculum and learning environment for pupils with special educational needs

At Borden 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 as described in statements of special educational needs/Education, Health and Care Plans.

The whole school learning environment is always a priority this year, involving streamlining resources and furniture and unifying displays. Staff can be trained in specific area relating to the pupils they support, e.g. social stories; hearing impairment.

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 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 may include delivery or speech and language programmes, speech production, language development, inference and deducting groups. 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. Last year we were successful in gaining this for five pupils. This year we will

Borden CEP is an inclusive school and all pupils with special educational needs 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 Borden CEP 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 it to provide additional adult support to enable the safe participation of the pupil in the activity, this includes car journeys to the church and village hall and extra adult support for meal times and swimming.

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

At Borden 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, whole class PSHE lessons and assemblies, plus social skills intervention groups for pupils with additional emotional and social needs, and directly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following; mentor time with member of senior leadership team, time out space for pupil to use when upset or agitated, being part of a social and emotional skills group, plus referral to LIFT (Local Inclusion Forum Team) for specialist service input or to Early Help.

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. Staff, training and equipment

Mrs Sarah Crunden has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination.

Mrs Sarah Crunden is available on 01795 472593 or office@borden.kent.sch.uk, fortnightly on a Wednesday, though will be informally available on a Monday, Tuesday or Wednesday.

Information about the expertise and training 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 awareness training on various SEN specialisms, including: ADHD, hearing impairment, ASD and Speech and Language. See attached training update.

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 Meadow Fields school, Educational Psychologists, Medway Community Healthcare (MCH), traded services for occupational speech and language therapy services and Specialist Teaching Service via LIFT. The cost of training is covered by the notional SEN funding.

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.

5. Consultation with parents of children with special educational needs about, and involving them, in their education

All parents of pupils at Borden CEP School are invited to discuss the progress of their children on two 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.

If following this normal provision improvements 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 as special educational provision is being made. Parents will have opportunities to discuss this.

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. The teaching staff, SENCo and Head Teacher will also be available for extra meetings where necessary, when a particular need/concern has arisen.

6. Consultation with 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.

7. The governing body's arrangements 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 Borden CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns initially with the class teacher, then the SENCO and Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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

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

8. 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 services.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- A service level agreement with the Educational Psychologist for 10 days per year (per Unitas Collaboration).
- Access to local authority service level agreement with speech and language therapy services/occupational therapy services/physiotherapy services.

9. The contact details of support services for parents of pupils with special educational needs, including those arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential advice and support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to plan an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 42 1160

EMAIL: iask@kent.gov.uk

<http://www.kelsi.org.uk/special-education-needs/special-educational-need>.

Forename	Surname	Training Course Title	Training Course Start Date
Daniel	Abraham	Epilepsy Training	23 September 2015
Daniel	Abraham	Epi-Pen Training	23 September 2015
Daniel	Abraham	Hearing Impairment Course	09 November 2015
Daniel	Abraham	Supporting Pupils with Hearing Imp.	09 November 2015
Annette	Bahrawy	CBT - Practical Approaches for Use	22 March 2016
Annette	Bahrawy	Clicker 6 Regional Training Day	02 April 2014
Annette	Bahrawy	Epilepsy Training	23 September 2015
Annette	Bahrawy	Epi-Pen Training	23 September 2015
Annette	Bahrawy	Epi-Pen Training (2)	25 January 2012
Annette	Bahrawy	Lego as an Intervention	15 March 2016
Annette	Bahrawy	Positive Handling	26 April 2012
Christine	Baker	Epilepsy Training	23 September 2015
Christine	Baker	Epi-Pen Training	23 September 2015
Natalie	Carr	Epilepsy Training	23 September 2015
Natalie	Carr	Epi-Pen Training	23 September 2015
Hazel	Clark	Epilepsy Training	23 September 2015
Hazel	Clark	Epi-Pen Training	23 September 2015
Hazel	Clark	Epi-Pen Training	14 November 2011
Sarah	Crunden	AEN Update Briefing	11 January 2016
Sarah	Crunden	AEN Update Briefing	27 April 2016
Sarah	Crunden	Dyslexia Core Level Training Day 1	26 February 2009
Sarah	Crunden	Dyslexia Core Level Training Day 2	12 February 2009
Sarah	Crunden	Dyslexia Core Level Training Day 2	12 February 2009
Sarah	Crunden	Dyslexia Core Level Training Day 3	12 June 2009
Sarah	Crunden	Dyslexia Core Level Training Day 4	29 April 2009
Sarah	Crunden	Enhancing Family Involvement in Chi	17 November 2015
Sarah	Crunden	Epilepsy Training	23 September 2015

Sarah	Crunden	Epi-Pen Training	23 September 2015
Sarah	Crunden	Epi-Pen Training (2)	25 January 2012
Sarah	Crunden	Implications of the new SEN Code	24 September 2014
Sarah	Crunden	Memory Course	22 March 2013
Sarah	Crunden	PASS	19 November 2015
Sarah	Crunden	Positive Handling	26 April 2012
Sarah	Crunden	SENco Day	07 May 2015
Sarah	Crunden	SENCO Wellbeing Day	04 November 2015
Sarah	Crunden	Transforming teaching for SEN pupi	13 May 2014
Sharon	Cryer	Epi-Pen Training	14 November 2011
Sharon	Cryer	Supporting Learning in Eng & Maths	02 June 2015
Sharon	Cryer	Supporting Learning in Eng. & Maths	02 June 2015
Sharon	Cryer	Supporting Learning in Eng. & Maths	23 June 2015
Sheila	Dunk	Child Protection Conference	07 December 2016
Sheila	Dunk	Child Protection in Sport & Active	31 December 2015
Sheila	Dunk	Epilepsy Training	23 September 2015
Sheila	Dunk	Epi-Pen Training	23 September 2015
Sheila	Dunk	Epi-Pen Training (2)	25 January 2012
Sharon	Edwards	Child Protection in Sport & Active	26 January 2016
Sharon	Edwards	Epilepsy Training	23 September 2015
Sharon	Edwards	Epi-Pen Training	23 September 2015
Sharon	Edwards	Epi-Pen Training	10 February 2014
Sharon	Edwards	Epi-Pen Training	14 November 2011
Melanie	Faulkner	Epi-Pen Training (2)	25 January 2012
Melanie	Faulkner	Supporting Anxious Children	21 April 2015
Mary	Gardener	Epi-Pen Training	14 November 2011
Tracy	Jeffrey	Epilepsy Training	23 September 2015
Tracy	Jeffrey	Epi-Pen Training	23 September 2015
Tracy	Jeffrey	Epi-Pen Training (2)	25 January 2012

Tracy	Jeffrey	SEND Code of Practice	09 March 2016
Tracy	Jeffrey	Supporting Anxious Children	21 April 2015
Maureen	Jennings	Epilepsy Training	23 September 2015
Maureen	Jennings	Epi-Pen Training	23 September 2015
Veronique	Lees	Epi-Pen Training	10 February 2014
Tracey	Miller	Epilepsy Training	23 September 2015
Tracey	Miller	Epi-Pen Training	23 September 2015
Tracey	Miller	Epi-Pen Training (2)	25 January 2012
Tracey	Miller	The Wellbeing Approach to SEMH	29 February 2016
Michelle	Murphy	Epilepsy Training	23 September 2015
Michelle	Murphy	Epi-Pen Training	23 September 2015
Lynne	Rawlinson	Epilepsy Training	23 September 2015
Lynne	Rawlinson	Epi-Pen Training	23 September 2015
Lynne	Rawlinson	Epi-Pen Training	10 February 2014
Lynne	Rawlinson	Epi-Pen Training	14 November 2011
Valerie	Skinner	Epi-Pen Training (2)	25 January 2012
Valerie	Skinner	PASS	19 November 2015
Valerie	Skinner	Practical Strategies to Support ASD	08 October 2012
Laura	Underdown	Epi-Pen Training	10 February 2014
Virginia	Whitnell	Epi-Pen Training (2)	25 January 2012
Helen	Williams	Epi-Pen Training (2)	25 January 2012
Helen	Williams	Positive Handling	26 April 2012