



Colliers Green Church of England Primary School

SEND & Disability Policy 2018

This document sets out the SEND & Disability Policy and SEN Information Report for Colliers Green C of E Primary School. This plan set out how we will operate within relevant legal and statutory frameworks and with reference to our core values of Aspiration, Resilience and Community.

Approval:

On behalf of the School:

On behalf of the Governing Body:

..... Date:

..... Date:

Nicola Hirst

John Speller

Headteacher

Chair of Governors

Review date:

.....





1. Rationale:

At Colliers Green CEP we are committed to providing high quality education for every child. In line with our school values of Aspiration, Resilience and Community, we firmly believe that all children, including children identified with special educational needs, are entitled to an enriched curriculum which offers structure and challenge. Children have a right to be fully included in all aspects of our school; both socially and academically.

2. Background:

- 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

3. Links with other school policies

This policy should be read in conjunction with the following school policies:

- Behaviour and Anti-Bullying Policy,
- Teaching and Learning
- Equalities Policy,
- Safeguarding Policy,
- Homework Learning Policy,
- Complaints Policy

4. Review and accessibility

This policy was developed alongside all members of the school community: parents/carers, teaching staff and representatives from the governing body and will be reviewed annually. Hard copies of this policy are available upon request from the school office.



5. 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)*

The SEN Code of Practice 2014 identifies two categories of SEN: SEN support and SEN with an EHCP.

The school uses the Local Authority's definition of SEN Support to identify pupils with SEN who should be recorded as such on the school census.

SEN Support is intensive and personalised intervention which is required to enable the child to be engaged in their learning. It usually involves significant amounts of resources from the education setting (approaching or exceeding the national prescribed threshold for schools and SCARF funding for EYFS) Each child identified as needing SEN Support will have outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised, reviewed and adjusted frequently (at least four times a year) with close liaison with the child and their parents/carers.

6. 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)*

7. What kinds of Special Educational Needs are provided for?

At Colliers Green we can make provision for every kind of frequently occurring special educational need without an EHCP (Education, Health and Care Plan), for instance dyslexia, dyspraxia, speech and language needs, auditory processing disorder, 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.

Colliers Green is a small country school with classrooms which are in mobile units. Two of these mobiles are only accessible via steps. The door widths of the external doors are around 89 cm and the internal doors are around 81 cm. In all of the classrooms, the turning area would not be suitable for a wheelchair user at present.



There are no suitable areas for changing/cleaning facilities within the school. The mobile classrooms are four separate units; the office, hall, DT room and toilets are all in additional separate blocks therefore school children are required to go out of one building into another which gives them constant access to the whole of the school site.

The boundaries of the school are made up mostly of hedges and small gates, all of which lead directly out to a main road.

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.

8. How does the school identify and assess pupils with SEN?

At Colliers Green we aim to keep the time between identifying need and responding with the most affective provision to a minimum. Home and preschool visits help with early identification in EYFS. Alongside these visits, we meet with parents to gather as much information about their child’s developmental stages. This enables us to plan for the future.

Once in school, your child will be assessed in a number of ways: classroom observation, monitoring of progress through marking and actively engaging with the child during lesson times

At Colliers Green we monitor the progress of all pupils six times a year to review their academic progress. This then feeds into our Pupil Progress Meetings which are led by the Senior Leadership Team. In these meetings children who are not making academic progression are identified and immediate action is made to support the child. In addition to this, we also use a range of standardised and other assessments with pupils to support more specific identification of needs.

Our staff receives annual ASD training to help recognise and support children and parents.

Universal and Specific Assessment used to Identify Special Educational Needs			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental	Physical / Sensory
Reading Ages	Speech Link	Leuven’s scale	BEAM assessment
Spelling Ages	Language Link	Conners (in partnership with paediatrician)	Sensory Processing Check List
Yr 1 Phonics Assessment	Language for Learning		
Read Write Inc Assessment			
Termly writing assessments			
EYFS Profile			
CATS (Cognitive Ability)			
Sandwell maths test			



PHAB phonics test			
TAP (auditory processing)			
Lucid COPs and LASS			

We also have access to external advisers who are able to use their own specialised assessment tools:

- Educational Psychologist support. An EP, through assessment and observation, can provide specialised detailed information regarding a child’s needs. This then enables us to develop strategies and intervention to support improvement.
- We are able to access Speech and Language therapists who can also assess a child’s need - whether it is speech or language based. They can then provide assessments, diagnosis and treatment for children with language delay, specific speech impairment, specific difficulties in producing sound, hearing impairments, cleft palate, stammering (dysfluency), autism/social interaction difficulties, voice disorders and selective mutism.
- We are able to access specialist teacher support through a LIFT (Local Inclusion Forum Team). These teachers offer educational support to ensure full access to the learning environment, curriculum and information with the aim to promote aspiration, resilience and community for your children.
- We can also access physiotherapists and occupational therapists

These more detailed assessments are carried out to gain a deeper understanding of a child’s need. These assessments will always be shared with parents, as parental consent is required prior to assessments being carried out.

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 catch up. Examples of extra support are listed in the table below

Interventions in place to support pupils			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental	Physical / Sensory
First Class @Number	Lego therapy	Well-being tool kit	Sensory Circuits
Success@Arithmetic	Speech and Language Link Assessment	Drawing and Talking Therapy	BEAM/ Jump Ahead
Dancing Bears		Lego Therapy	Clever fingers
		Cognitive Behaviour Therapy	Activate Motor Skill Programme



Read Write Inc phonics 1:1			
Fresh Start Yr 5/6			
Sounds Progress			

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 Colliers Green we are experienced in using the following assessment tools: PHAB3, Sandwell, Speech Link, Language Link, BEAM/Jump Ahead and TAPs.

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 identification of SEN is made parents will be notified. They will also be consulted if provision should change.

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.

Parents will be kept informed about the progress their child is making through the regular parent consultations and reporting arrangements. Where a child has been identified as having SEN the class teacher, along with the SENCo, will inform parents and will invite them into school to discuss this and the provision their child requires. Parents will be asked to share their long-term aspirations for their child and will also be asked for their priorities for their child over the current Key Stage. This information will help the school to compose Outcomes that will help the school, along with the parents, to determine whether the provision is effective in helping the child to achieve their intended goals.



9 How does the school evaluate the effectiveness of its provision?

Each child who is identified as having a Special Educational Need will have their provision determined by assessments. In addition to this, the views of the pupil, parents and class/subject teachers will be included in each review.

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 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 reported to the governing body.

10 What are 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. This is closely monitored by the SLT who set targets alongside teaching staff. These are reviewed during Pupil Progress Meetings. 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 Colliers Green are referenced in section 8. Through close reference to these assessments we can assess whether 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. We will not wait for Pupil Progress Meetings to do this.

11 What is 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 Colliers Green the quality of teaching was judged to be good in our last Ofsted inspection.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. Please see web link below:

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



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

11 How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Colliers Green 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 any Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors are constantly looking for improvement which needs to be made as a part of the school's accessibility planning. This is undertaken primarily by our premises subcommittee.

12 What additional support for learning 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 a full list of the interventions we can offer is in section 8. 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.

13 How does the school enable pupils with special educational needs to engage in school activities?

All clubs, trips and activities offered to pupils at Colliers Green 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

14 What support that is available for improving the emotional and social development of pupils with special educational needs?

At Colliers Green 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 everyday curriculum where our school's values of Aspiration, Resilience and Community are embedded and indirectly with every conversation adults have with pupils throughout the day.



For some pupils with the most need in this area we also can provide the following: access to a counsellor, mentor time with a member of senior leadership team, external referral to ChYPS and Early Help, time-out space for pupil to use when upset or agitated. In cases where children need additional support for the social and emotional development, our school FLO (Family Liaison Officer) Mandy Salter, works closely with families.

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.

15 Who is the SEN Co-ordinator?

The SENCO at Colliers Green is Marie Donohue, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Marie Donohue is available on senco@colliers-green.kent.sch.uk. Due to her teaching commitments, Tuesday is the best day to contact/ meet with her.

16 What are the areas of expertise and staff training in relation to children and young people with special educational needs and how can specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training

- Safeguarding training
- Dyslexia training
- SEN Changes to Policy and Practice
- Quality First Teaching
- Medical Needs training
- ADS update training

Some teachers/teaching assistants have received the following enhanced/specilist training in the last two years:

- Lego Therapy
- Drawing and Talking
- Read, Write Inc
- ASD strategies
- Communication needs
- Sensory Circuits
- Beam and Jump Ahead
- First Class @Number

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 Broomhill Bank outreach team, Educational



Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists.

17 How are equipment and facilities to support children and young people with special educational needs 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.

18 What are the arrangements for consulting parents of children with special educational needs and how are they involved in their children's education?

All parents of pupils at Colliers Green are invited to discuss the progress of their children on three occasions a year and receive a written report is given once a year. They also receive a mid-year review which highlights progression from the end of the last 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.

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 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.

19 What are the arrangements for consulting for children with SEND 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.

20 What are 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 Colliers Green are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher. After that the SENCo or Head would be consulted to resolve the issue before making the complaint formal to the Chair of the Governing Body. This follows our Complaint Procedure Policy.

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 EHCP, 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.

21 How does the governing body involve 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
- A Service Level Agreement with Educational Psychology service for x days per year
- Ability to make ad hoc requests to 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
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

22 What are the contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with Clause 32 (Parental Partnership Services)?

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: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

23 What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?

At Colliers Green 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 a seamless as possible.

1. From Early Years Settings to Reception

Visits are made to all of the local settings prior to children joining reception in September. Meetings with the parents are set following the visit, either in our school or at the child's home. If the child has been identified by the Early Years Setting as having SEND, the SENCo will also visit the setting to plan transition. All parents are invited to attend a welcome meeting which is usually held in the July prior to the child starting in the September. Throughout the child's first term there are open mornings held where parents can come into the classroom to see how their child has settled as well as getting to know other parents. The PTFA holds a coffee morning in the first term too which is also attended by the school's FLO.

All Reception children are given a Yr 6 buddy, who meets them on their first day of school and looks after them on the playground.

2. From Reception to KS1 (Yr1)

Due to the small size of our school, the children are familiar with the different classrooms and staff. Reception and KS1 spend time together throughout the year- a joint nativity and enriching workshops. During the summer term staff are given time to hold transition meetings where data is shared, interventions discussed and best practice discussed on how best to meet the child's needs through the transitions. The meetings are overseen by a member of the SLT.

3. From Year 6 to Secondary

Transition to secondary settings is supported through completion of transition forms by the Year 6 teacher. In addition to this, it is usual for the secondary school Heads of Year to come into school to meet with the children to prepare them for Key Stage 3. When needed, additional visits can be organised to support the more vulnerable children. In these instances, the SENCo from both settings meet- along with parents- to assist in transition. Some local secondary schools offer a CAST program, where children are able to spend longer than a day at their secondary school. Applications for this are made by the SENCo through consultation with the child's parents.



24 Where is the information on the local authority's local offer is published?

The local authority's local offer is published on

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

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