



Colliers Green CofE Primary School

Colliers Green, Cranbrook, Kent. TN17 2LR

Document Control Sheet

Document Title:	Special Educational Needs and Disabilities Policy
Document Type:	Policy
Owner:	Headteacher
Governor Committee:	SESC
Date adopted by governors:	14 th March 2023
Re-adoption date:	March 2024
Policy Type:	Equality, SEN and pupil welfare
Statutory Policy:	Yes

Document History

Date:	Summary of Changes:
November 2021	Policy updated using model from The Key, tailored to match our setting.
February 2022	Policy updated with name and details of new SENCo
February 2023	Policy updated with new logo, use of Pupil Passports and the Graduated Approach Cycle. References to SEN amended to SEND.

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities	3
5. SEND information report	4
6. Monitoring arrangements.....	9

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ellie Potts, contactable on senco@colliers-green.kent.sch.uk

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties
- Moderate/severe/profound and multiple learning 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 those needs can be met.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

The assessments used may include the following:

Universal and Specific Assessments used to identify Special Educational Needs			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical / Sensory
Reading ages Spelling ages Yr1 phonics assessment Read, Write Inc assessment In-class writing assessments EYFS profile CATS (cognitive ability) Sandwell maths test PHAB phonics test TAP (auditory processing) Lucid Rapid, COPs and LASS	Speech Link Language Link Language for Learning	Leuven’s scale Conners (in partnership with paediatrician)	BEAM assessment Sensory Processing Check List

At Colliers Green we have Pupil Progress Meetings, led by the SLT, three times a year. In these meetings, children who are not making academic progress are identified and action is quickly put into place to support the child.

Slow progress and low attainment alone will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- A Pupil Passport will be created with the child, this will include what helps them learn, what they find tricky and best ways to support them. This will be shared with parents.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

At Colliers Green, we monitor the progress of pupils four times a year to review their academic attainment. We use a range of formal assessments with the pupils at various points, including: Yr1 phonics screening, reading age, spelling age, STAR reading and maths.

If a child is identified as having SEND, the class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will follow the graduated approach; Assess, Plan, Do and Review. Information will be drawn from:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Colliers Green, we work closely with the local nurseries and pre-schools that the children join us from. We have good links with the establishments and will visit prior to transition into Year R, in addition to carrying out home visits. Before the children start with us, they are invited in on a number of occasions to familiarise themselves with our setting and for us to learn more about their needs.

Within the school, transitions from year to year are guided by meetings between teachers held in term 6. As a school with mixed-age classes, children spend two years in each class, enabling the teachers and support staff to get to know them very well.

We also work closely with the educational settings that the pupils transfer to. We will share information with the relevant school, college, or other setting. We will agree with parents and pupils which information will be shared as part of this. Secondary transition forms are completed by the Year 6 teacher, and secondary school staff will visit Colliers Green in order to meet the children and receive handover information from the Year 6 teacher.

5.6 Our approach to teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. 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 (2015, 6.37)

Within Colliers Green CofE School, the quality of teaching is judged to be Good.

We follow the Mainstream Core Standards <https://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. 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'.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

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 SEND 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 5.9. 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.

We work with the following agencies to provide support for pupils with SEND:

- Specialist Teaching and Language Services

5.9 Expertise and training of staff

Our SENCO is allocated 3.5 hours a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

The interventions that may be delivered include the following:

Interventions in place to support pupils			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical / Sensory
First Class@number Success@arithmetic Dancing bears RWI phonics 1:1 Fresh Start Yr5/6 Sounds Progress	Lego Therapy Speech and Language Link	Well-being tool kit Drawing and Talking therapy Lego Therapy Cognitive Behaviour Therapy	Sensory Circuits BEAM / Jump Ahead Clever Fingers Activate Motor Skill Programme

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND 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.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils’ individual progress towards their goals each term
- Reviewing the impact of interventions after a set number of weeks, depending on the intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

- The school’s Accessibility Plan can be found on the Colliers Green Primary School website.

5.13 Support for improving emotional and social development

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, drawing and talking sessions, social skills intervention, 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.

5.14 Working with other agencies

Colliers Green Primary School engages with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- 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 e.g. NAS, SENCO forum, NASEN etc.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

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

5.17 Contact details for raising concerns

If you have a concern about your child, please speak to your child's class teacher in the first instance, or speak to Mrs Mandy Salter (asalter@colliers-green.kent.sch.uk).

5.18 The local authority local offer

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs>

6. Monitoring arrangements

This policy and information report will be reviewed by the headteacher and SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.