



Information Report and Policy Document for: Special Educational Needs and Disabilities

Approved: October 2020

Due for Review: October 2021

Introduction

This SEND 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 SEN information report

Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils. Not all learners with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability, but this policy covers all of these learners.

Definitions

A pupil has SEN 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 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.

We are aware of the need for parental involvement in the support of our pupils and seek to fully involve parents and carers in the SEND process and provision. All of the children on the SEND register are integrated fully into mainstream classes and supported as appropriate by all staff members.

Roles and responsibilities

The SENCO

The SENCO is Lauren Gilmour. Her contact details are: Mrs L Gilmour, Inclusion and Well-being Lead, lauren.gilmour@iwade.kent.sch.uk.

She will:

- Work with the Strat Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and governing board 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 SEN up to date , including a 'cause for concern' register to enable close monitoring to take place of children the staff have concerns about
- Identify and lead opportunities for staff SEN CPD
- Ensure that SEN children receive a high quality curriculum which is not diminished by withdrawing them from the classroom unless absolutely necessary
- Support the development of the TA and SEN TA induction process and ensure that SEN TAs receive a suitable induction to maximise their impact in the classroom supporting children
- Lead and line manage the team of SEN TAs

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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 Head of School/ Strat Team and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head of School

The Head of School will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Ensure that the Community AHT have a continued focus on the attainment, progress and development of children with SEND
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that SEN children receive a high quality curriculum which is not diminished by withdrawing them from the classroom unless absolutely necessary
- Work as part of the Strat team to ensure that the achievements of SEND children is of high focus and identified on the Trust and School Development Plans where needed

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
- Liaising with parents and carers as well as external agencies
- Identifying where they would benefit from CPD to continue to develop their practice and understanding in supporting children with SEND
- Work as part of the year group team to plan for and deliver an inclusive curriculum which holds high expectations for all children, including SEND
- The deployment of TAs and SEN TAs in the classroom, identifying opportunities for staff development to ensure the highest teaching standards for all children
- Ensuring that SEND children do not receive a diminished curriculum by withdrawing them from the class for interventions. Any child requiring a 'quiet space' to complete intervention will have this time varied so they do not miss the same lessons each time
- As subject leaders, or members of a subject team, all teachers will ensure that their curriculum subject meets the needs of all pupils with SEND
- Ensuring they follow this SEN policy

Admissions arrangements

One of the categories of the school's admissions policy gives priority to children who may have particular physical, social or emotional needs, if it can be shown that the school's SEND provision would have a beneficial effect on these children. Our schools have limited access for children with mobility problems, but have wheelchair access to most facilities. Three of our four communities are on the ground floor and Iwade School has a ramp to enable safe access to the playground for wheelchair users. Parents and carers can contact the Inclusion Lead to discuss their child's access requirements and whether our provision would be beneficial for their holistic development.

Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

The kinds of special educational needs that are provided for

- Communication and interaction disorders – including Autistic Spectrum Disorder (ASD)
- Social, emotional and mental health – including Attention Deficit Hyperactivity Disorder (ADHD)
- Speech and language difficulties – including dyslexia and dyspraxia
- Moderate Learning difficulties
- Physical, hearing and visual impaired

Identifying pupils with SEN 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. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. 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.

- Children with SEND will be identified as soon as is possible – we follow the approach outlined in the code of practice.
- A number of assessment methods are used by the Trust to accurately identify and assess pupils' needs. Examples of these include reading speed tests, phonics assessments, DASH tests. However, the Trust often utilizes services provided by outside agencies such as CAMHs, the Specialist teaching and learning service and Early Help.
- We use screening tools such as Speech and Language screening in year R, Irlens, dyscalculia, dyslexia, phonics assessments etc
- We use in class observations, from outside the classroom door, inside watching the child during teaching input or their learning, and discussions with the child. The recommendations are shared with the class team and then a follow up observation is conducted within 2 weeks to ensure early impact is being seen
- According to their identified needs, children will be designated as needing:
 - SEND provision within school supported by a school Individual Learning Plan (ILP).
 - SEND provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEND register, which contains the names of all of the children with SEND, will be updated at least once a term.
- Children who need close monitoring, where they under investigation or making slow progress with widening gaps will be added to the Cause for Concern register
- ILPs will be reviewed at least three times a year by the Inclusion Lead, the class teacher and TA. Parents and carers will be kept informed of progress being made and any new targets set.
- EHCPs will be reviewed at least three times a year by the Inclusion Lead with teachers, parents and carers and the annual review will involve outside agencies where appropriate.
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make EHC assessments and draw up EHC plans.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).

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

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 SEN support.

Clear systems are in place to ensure that the parents/carers of children with SEND are regularly consulted and therefore actively involved in their child's education. Review meetings are held in response to statutory requirements, which include parents/carers, Trust staff and outside agencies when appropriate. Parents/carers are encouraged to contribute towards the decision making process at each meeting.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- There is a whole school data capture 3 times per year
- Pupil ILPs are reviewed 3 times a year informed by the school data capture, teacher, TA and SEN TA (as appropriate) assessment
- The teacher's assessment and experience of the pupil in regard to attitude, behavior and attendance
- Their previous progress and attainment and 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. For example, the Educational Psychology Team, the Specialist Teaching and Learning Service, Early Help or the Speech and Language Therapist
- Observations from baseline, with follow up within 2 weeks to check for impact

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.

Pupils with SEND have a number of opportunities to be involved in their education. They are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be implemented. This can be from either a pastoral or academic point of view.

Each pupil with SEND within the Trust has their needs, targets and interventions detailed on an Individual Learning Plan (ILP) which are completed by the Inclusion Lead, class teacher and TA. The aim of this is to identify areas of strength and development as well as setting goals which can be from a pastoral or academic points of view. This information is then shared with parents/carers. ILPs are reviewed and updated 3 times per year.

Evaluating the effectiveness of SEN provision

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

- Attainment and progress data is generated through summative testing 3 times a year for all children and is differentiated to match the current attainment level of each SEND child.
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Ensuring pupil involvement through assertive mentoring meetings with the T/TA 3 times a year
- Holding annual reviews for pupils with statements of SEN or EHC plans

Our approach to teaching pupils with SEN

An inclusive approach to teaching and learning is promoted across the Trust, through a variety of different methods. Staff the Trust regularly take part in CPD sessions which focus on different aspects of teaching and learning such as ASD, speech and language and phonics, as well as sharing good practice to ensure pupils receive high quality provision.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils, without capping their achievements.

We will also provide the following interventions, to name a few:

- Speech and Language, both with external SALT and internal interventions to suit the programme delivered by trained TAs
- Year R children are all Language Link screened to quickly identify any child with a speech and language difficulty
- Sensory circuits
- Stareway to Spelling
- Colourful semantics
- In-school counselling

Adaptations to the curriculum and learning environment

SEND children receive the same curriculum as their peers, to ensure they do not have a diminished curriculum due to being removed from class for interventions. Where SEND children require additional support in a quiet environment, this timing varies so they do not miss the same lessons each week.

Differentiation is by support so where necessary SEND children may have more adult support, or resources to support learning so they continue to make good progress. Maths and English master approaches are in place across the Trust. Where a child struggles with reading, they receive a suitably matched, phonetically decodable reading book to support them and build their confidence. Some SEND children, who cannot access synthetic phonics despite focussed teaching, receive a different approach to learning to read, so that they can access the full curriculum offer.

Educational technology such as using Clicker to support with writing and multi-sensory approaches are used as part of our curriculum rationale.

Our Discovery curriculum delivers teaching and learning through a cross-curricular approach so that all children have the chance to learn the full offer of primary subjects, and find their chance to shine. SEND children take part in all aspects of school life such as sports competitions and can be school councillors or buddies. We make the following adaptations to ensure all pupils' needs are met:

- Ensuring that our curriculum is accessible to all pupils
- Individual workstations and resources
- Adapting our resources such as large print
- Movement breaks for the whole class (to support SEND children)
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Communicate in Print images, Clicker 7, supports to help reading, writing slopes, pencil grips and Easygraph pencils etc
- All pupils have access to manipulatives to support learning – differentiation will enable SEND pupils to continue to access these to support their learning
- Some pupils who work outside the year group curriculum have personalized learning packs to access during class inputs
- Microphone system in the halls to enhance hearing
- Classroom resources are well labelled to support independent learning
- Children can access a calm space when they need it within the classroom
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The Trust is 4 forms entry in total, split into a 1 form entry school and a 3 form entry school. These schools are then organised into communities which are vertically organised with each community having a strong identity such as its own flag, school council and events. SEND children are not isolated from their peers, nor removed from the class so our approach is to ensure that they are seen by non-SEND children as part of the class.

Each community has its own staff meetings so that community staff know and understand their children, further reinforcing the inclusive approach. The Community Lead has a pastoral approach and works closely

with the Community Assistant Headteacher, Inclusion Lead and Family Liaison Officer to support the children and their families.

Additional support for learning

We have a number of teaching assistants who are trained to deliver support to SEND children and additionally we deploy High Needs Funded TA support into classrooms to provide support for key children.

SEND CPD for staff

The Inclusion Lead and the Community Leads identify opportunities for additional CPD for staff within the Trust. This may be in person, or by online events. CPD for the wider staff may be from external agency, the Trust SEN consultant or SENCO. The HLTA and TA Lead coordinates with the SENCO to implement a suitable induction process to maximise the impact of TAs in the classroom.

Enabling pupils with SEN to engage in all activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- School council is open to all pupils – class selection is through each candidate presenting a manifesto before votes are cast. This does not need to be in a given format – this can be adapted to meet the needs of the child
- All pupils are encouraged to go on our residential trip and school trips and arrangements are put in place to ensure they can successfully attend
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

At Bobbing, the school is on one level and is fully accessible. At Iwade, there is a ramp for accessing the playground and a lift in Ocean community (which is on multiple floors).

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide specific interventions such as ELSA, counselling, Drawing and Talking and Lego Therapy and a Mental Health First Aider has been trained as well as several child counsellors
- We offer nurture lunchtime sessions to support emotional well-being and development and help children develop social skills, as well as 'Zen Den' to support children who struggle in unstructured time
- Emotion charts are in place in every class so that children can indicate their emotional state, even when they may struggle to name the emotion. This allows a member of staff to talk to them and support them to be ready to learn again
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships etc.
- The Inclusion Lead supports with policy writing and reviews so that the contextual needs of SEND children are considered. This is included in policies such as Positive Behaviour Principles Handbook (which includes behavior and anti-bullying), the safeguarding and child protection policy and the online safety policy.
- The Trust has a Community council and a Trust Parliament so that the views of all children are listened to, with children being given the opportunity to contribute to events in school and policies such as online safety and safeguarding.
- The annual pupil survey captures pupil voice around feeling safe in school and the 1:1 Assertive Mentoring meetings are utilised as an opportunity for each pupil to share their thoughts and opinions.

We have a zero tolerance approach to bullying.

Supporting pupils moving between phases and preparing for adulthood

All pupils will receive information, advice and guidance to support their transition through the Trust and into the next phase of their education. This aspect is also discussed with parents/carers, Trust staff and outside agencies at review meetings where appropriate. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Additional transition is in place – both in year and across schools, including visual materials and additional time in class
- SEND records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEND are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- The learner's ILP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- Staff visit nurseries prior to transition.
- The Inclusion Lead / SEND co-ordinator from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

High Needs Funding

Some SEND children receive High Needs Funding which provides additional TA support with them in class. This TA is part of the class team and receives the same CPD and support as the teacher and class TA to maximise the support that the children can be offered. Having the SEN TA work in class means the class teacher can quickly identify the effectiveness of the provision in meeting the needs of each SEN High Needs Funded child.

Education, Health and Care Plans

If, at any stage, it is felt that a pupil is performing below year group expectations, we initiate targets on the ILP, which is often sufficient extra support. However, if in-school intervention programmes have not helped the pupil to make sufficient progress over time, then the school will liaise with parents and carers and approach the LA to ask for an EHC plan assessment. The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

The annual review of Children's EHC plans includes consultation between class teachers, Inclusion Lead, TAs, parents/carers and, where appropriate, the LA and any involved outside agencies. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

Partnership with parents and carers

Arrangements for including the parents and carers of children with SEND follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through ILP/EHC plan meetings, parent evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children.
- This can be done through the class teacher or Inclusion Lead (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.

- Updated ILP/EHC plans to be sent to parents and carers at least three times a year.

External Agencies

A wide variety of agencies are available to support children with SEND and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises regularly with the following services:

- The school doctor/nurse.
- Educational psychologist.
- The educational welfare officer.
- Speech and language service.
- Occupational therapy service.
- Specialist Teaching and Learning Service.
- Early Help service.
- School Health service.
- The Community Paediatric Service.

We seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Links to wider school policies

The school behaviour policy (as part of the Positive Behaviour Handbook) has been designed to ensure that it meets the needs of SEND children and can flex around them. It provides a consistent approach, using Restorative Justice to help children understand each other and accept consequences for unacceptable behaviour. It also identifies the vulnerabilities of SEND children to being bullied.

The safeguarding and child protection policy identifies the specific needs of SEND to concerns such as online safety. The accessibility plan, supporting pupils with medical conditions and equality plans and objectives all give specific points for SEND children.

The Local Authority's Local Offer is published and available on the Kent website <https://www.kent.gov.uk/education-and-children/special-educational-needs>. The local offer provides information and advice for parents/carers, for example in applying for and choosing a school, what to do if you think your child has SEND, transport options, SEND funding, to name a few. The school can provide information and support as outlined in this SEND report and policy.

Arrangements for complaints

Any complaints regarding SEND provision should initially be discussed with the class teacher or the Inclusion Lead. If this fails to provide a satisfactory answer, the issue should then be raised with the head of school. If this fails to resolve the complaint, a group of three governors, including the governor who has oversight of the school's SEND provision and who will act as chair, will hear the complaint, with the Head of School and Inclusion Lead giving their case. Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer. For further information, please see our 'complaints policy'.