

Green Park Community Primary School

SEN & Disability Policy/SEN Information Report

Issued on 01.09.23

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

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

SEND Policy
Behaviour Policy
Equalities Policy
Safeguarding Policy
Complaints Policy

This policy was developed with the engagement and participation involving parents/carers, representatives from the governing body and and parents of children with special educational needs and will be reviewed annually.

Introduction

At Green Park Community Primary School we offer a broad and balanced curriculum for all pupils through Quality First Teaching. Our teachers are trained and skilled in planning differentiated lessons to meet the needs of pupils with a range of abilities. Pupils are carefully tracked and barriers to learning are identified and addressed in a timely manner. We are supported by the Local Authority to ensure that all pupils, regardless of any specific needs they may have, make the best possible progress in school.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Need

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 (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

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

At Green Park Community Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health, and Care plan. Decisions on the admission of pupils with an Education, Health, and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health, and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Green Park Community Primary School we monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of

assessments with all the pupils at various points, for example, Y1 phonics screening, speech link, language link, spelling age, reading age, multiplication check, SATs, cognition, processing etc.

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 small group work, catch up groups, same day interventions, bespoke curriculums, bespoke interventions etc.

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 Green Park Community Primary School we are experienced in using a number of assessment tools and we have access to external advisors who are able to use more specialised 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 SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b 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 throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. 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.

Children with SEND are monitored through a number of processes that include observations, assessments, teacher and SENCO meetings and attendance and behaviour records. Any decided action relating to SEN support will follow a graduated response, 'assess, plan, do and review' model:

Assess: Pupil's data held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be informed of any additional support and reasonable adjustments that are being made within the classroom to support their child. They may be invited to discuss any barriers to learning that have possibly been identified.

Plan: If review of the data indicates that additional support will be required then the views of all involved will be obtained and appropriate interventions identified and implemented. This will follow the steps outlined in the Best Practice Guidance (EYFS) or Mainstream Core Standards (KS1) of a universal approach, targeted intervention (Whole School Provision Map) and then personalised provision (Personalised Plan or Provision Plan if an EHCP is acquired).

Do: Additional support and/or interventions will run for 6-8 weeks and clear, expected outcomes will be identified and recorded. Parents will be consulted on the action they can take to support attainment of the desired outcomes.

Review: Progress towards these outcomes will be tracked and reviewed collaboratively with the intervention leader(s) and Class Teacher, with SENCO

support where required and shared with the child and parent(s) at parent consultations. Additional discussions/meetings can be arranged if all parties feel this is relevant to the child's progress and attainment.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. 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)*

We follow 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 support, small group teaching, ICT support, bespoke curriculum etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

We are an inclusive school and children have access to provision depending on their need. The site is fully wheelchair accessible with wider doors and ramps to some rooms to allow ease of access and a disabled toilet if required.

Work is tailored as appropriate to enable all children to progress from the level in which they started. A range of teaching strategies are implemented to target all types of learners. Specific strategies are implemented, where appropriate, to support children's learning and progress and attainment is tracked regularly. Where necessary, Risk Assessments are carried out for individuals and the Whole School Provision Map targets children's needs when they require more personalised intervention. Interventions may be carried out within the classroom or in another group learning space; these may be run by a Teacher or Teaching Assistant. We provide interventions that support children socially and emotionally such as Therapeutic Play and Lego Therapy. We can provide support to identify Speech and Language difficulties by carrying out Speech and Language Link Assessments. We have access to interventions to support motor skill development such as Clever Hands and Sensory Circuits.

Phonics is followed very well across the school and children are assessed regularly so they are specifically placed in a group that best meets their needs. If children still find difficulties in this area we can offer interventions to support this.

Children can often find unstructured times like play time and lunch time difficult. The school opens spaces as a quiet space where quiet activities such as colouring can

be accessed. We also have a lunch time Nurture Group which is signposted to specific children who may require more support because they struggle to maintain friendships, require support to demonstrate appropriate social skills or become overwhelmed on the playground.

The school has access to specialist teachers from the Local Authority via the LIFT process, access to Speech and Language support from the NHS via a referral process, as well as support from an Educational Psychologist and the Early Help team.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Green Park Community Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is 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 our SEND policy. 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.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Green Park Community Primary School are available to pupils with special educational needs either with or without a 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

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Green Park Community Primary 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 and indirectly with every conversation adults have with pupils throughout the day.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Green Park Community Primary School is Rachel Guy, who is a qualified teacher and will be undertaking the National Award for SEN Co-ordination. The Deputy Head Teacher, Maria Harrison is a qualified teacher and has been accredited by the National Award for SEN Co-ordination supports Rachel.

Rachel Guy is available on 01304 822663 or Rachel.guy@greenpark.kent.sch.uk.
Maria Harrison is available on 01304 822663 or maria.harrison@greenpark.kent.sch.uk.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had awareness training in a number of areas including, dyslexia, ASD, ADHD, SEMH, bespoke curriculum, Forest School, Speech and Language, Social Support etc.

In addition the following some teachers have received the following enhanced and specialist training with speech and language, sensory needs, emotional needs, ASD, ADHD, Forest School, Play Therapy, and Emotional Literacy Support.

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, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding or the school.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Green Park Community Primary School are invited to discuss the progress of their children throughout the year and receive a written report at the end of the year. In addition we are happy to arrange extra meetings. 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 Plans.

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 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.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted 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.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Green Park Community Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Deputy Head Teacher, or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal

(Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have 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.

1. Class Teacher

This is the person who sees your child daily and should always be your first port of call.

They are responsible for:

- Identifying, planning and delivering quality first teaching for your child.
- Monitoring attainment and progress and identifying any barriers to learning that your child may have.
- Liaising with the SENCO if necessary to raise concerns and seek advice.
- Implementing personalised teaching and learning for your child as detailed on the Whole School Provision Map, Personalised or Provision (EHCP) Plan where appropriate.
- Ensuring the school's SEN Policy is adhered to within their classroom for all pupils, including those with SEND.

2. SENCO – Mrs Guy

If your child has had barriers to their learning identified and is requiring SEN support and monitoring the SENCO may become involved in supporting your child. The SENCO works closely with Class Teachers to monitor and co-ordinate the provision within all classes. Not all children and their families will require direct input from the SENCO.

The SENCO is responsible for:

- Developing the school's SEN Policy.
- Coordinating any intervention or support for your child in liaison with the Class Teacher.
- If your child has been recognised as requiring SEN support the SENCO is responsible for ensuring you are involved in supporting your child's learning, kept informed about your child's learning and involved in reviewing how your child is doing in liaison with the Class Teacher.
- Liaising with outside agencies and professionals who may be involved in supporting your child.
- Updating the school's SEN register.
- Updating the school's Provision Map.
- Taking children's cases to the Local Inclusion Forum Team (LIFT) to seek further specialist support and advice where required.

3. Headteacher – Mr Hawkins or Deputy Headteacher – Miss Harrison

Are responsible for:

- The day to day management of all aspects of the school including support for children with SEND.
- Liaising with the SENCO and Class Teachers regarding provision for all children including those with SEND.

4. SEN Governor

Is responsible for:

- Ensuring the SEN Policy is adhered to by all staff and that it is updated and ratified yearly.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- 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

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides 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

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Green Park Community Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on July 2024