



Realizing Ambition

Cygnus Academies Trust

Westgate Primary School

SEN & Disability Policy/SEN Information Report

Issued on September 2017

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

This policy should be read in conjunction with the following school policies
Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy,
Medical Conditions Policy, Child Protection Policy.

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)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

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

At Westgate Primary School we 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, dyscalculia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, ADHD, 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.

Westgate Primary School currently have 2 pupils with Education, Health and Care plans. 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 Westgate Primary School we use a range of formal and informal methods to assess children’s learning with daily assessment for learning to identify their next steps. We record

the progress of all pupils six times a year to reflect their academic progress against the age appropriate expectations. This is recorded in the form of a thermometer which gives a visual representation of the child's current attainment and if they are on track to reach age expected levels by the end of the academic year. We also use a range of assessments with all the pupils at various points. These include EYFS baseline at the start of the Reception Year and EYFS profile at the end of the year, Speech Link and Language Link (September of Reception Year), Y1 Phonics Screening (assessed in June), Reading Age (annually when needed), Junior Language Link, Read Write Inc assessments, KS1 & KS2 SATs

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 Read, Write Inc groups, extra literacy and numeracy groups and intensive reading groups.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Westgate Primary School we are experienced in using the following assessment tools that are used whenever they are required these include: Dyslexia and Dyscalculia Screener, Language For Learning, Boxall Profile, the KCC templates. (Communication and Interaction / Behaviour)

And we have access to external advisors who are able to use the following assessment tools:

- Ravens Coloured Progressive Matrices, British Picture Vocabulary Scale, Test of Phonological Awareness from the 'Sound Linkage' programme by Peter Hatcher, WRAT 4, Bracken Basic Concept Scale – Revised, Test of Language Development – Primary, Test of Language Development – Intermediate. Fourth Edition (TOLD –I:4), Learning Inventory Manual - Ann Arbor Tests and Remediation (1996 Edition) (Grades K – 1), Learning Inventory Manual - Ann Arbor Tests and Remediation (1996 Edition)(Grades 2 - 4), Vernon Graded Word Spelling Test, Single Word Reading Test 6 – 16. Helen Foster. National Foundation for Educational Research, Neale Analysis of Reading Ability, The Reception of Grammar (TROG), Sensory Checklists (IDP materials), Leuven Scales.

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 and 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 Provision for pupils with special educational needs whether or not they have EHC plans

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

Children who are identified as SEN support will feature on a class group provision map. Assessments will be completed each term which will show whether adequate progress is being made. This information will be discussed with the parents and the child at least 3 times a year.

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

The progress of children with SEN support and EHC plan and the effectiveness of the provision provided will be reported to the Governing Body annually.

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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Westgate Primary School are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the provision map will be reviewed and adjusted.

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 (2014, 6.37)*

In Westgate Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core advice <http://www.kelsi.org.uk/inclusion-and-special-education-needs/special-educational-needs> 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, counselling, Lego intervention. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At Westgate 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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning: As a recently newly built school it is DDA compliant. There is a lift to the second floor, ramps, disabled toilets, disabled parking, medical room and good access to the building. The site is very clearly sign posted.

The curriculum is designed to meet individual needs of children, for instance at the start of a new mathematical concept, an assess and review lesson is planned to establish where individual children are and work is planned according to their starting point. Staff have attended courses that have supported a variety of needs, eg, Moving and Handling, ADHD,

BEAM, Sensory Circuits, Dyslexia, Speech and Language, Behaviour, RWI 2 day course, Phonic Screening Check.

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 the interventions offered on our provision map are: Toe by Toe, Power of 2, Precision Teaching, Counselling, BEAM, Sensory Circuits, Speech and Language Link programmes (infant), fine motor skills, Lego intervention, First Class Maths, Handwriting (Nelson), Success At Arithmetic, Numicon. 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 Westgate Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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

At Westgate 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 for instance PSHE, circle time and sometimes within assembly time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following access to time-out space for pupil to use when upset or agitated, a counsellor, Rowhill Outreach, Time for You, talk time with senior leadership team, an external referral to CHYPS.

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 Team

The SENCO at Westgate Primary School is Mrs Vikki Brooke, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Christina Jones is her assistant. Both are available on 01322 223382 or

Senco@westgate.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

Staff have regular updates in relation to changes in SEN. Some teachers and teaching assistants have had the following awareness training ASD awareness training, ADHD awareness training, Behaviour Training, Speech and Language training, BEAM, Sensory Circuits, Language for Learning, Team Teach.

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; Ifield School, Rowhill School, Milestone Academy, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists, specialist teachers for learning and physical impairments. The cost of training is covered by the notional SEN funding.

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 Westgate Primary School are invited to discuss the progress of their children at two parents' evenings and receive a written report at the end of term 6. In addition we are happy to arrange meetings outside of 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 at parents' evening.

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 Westgate Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teacher, phase leader, SENCO, Head of School 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 a Statement of SEN 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.

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
- A Service Level Agreement with Educational Psychology service for 3 days per year

- 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
- Link to school nurse who provide advice and support 3 times a year for parents
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks eg SENCO forum, AEN Up Date(3 times per year) Subscription to SEN Teacher magazine
- Access to CAF services

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

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

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

<http://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 Westgate 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. All vulnerable SEN children will be given a transition booklet to familiarise themselves with their new setting. Arrangements will be made for jump up days within the school where further visits to new year groups are required. Visits to preschool settings and homes are undertaken by SENCo and reception staff.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCO will meet with the representative of the new school when necessary. Vulnerable SEN children will get the opportunity to visit their new school on more than one occasion. These children will also be encouraged to participate in summer schools if offered. Destination schools will be invited to the TAF meetings for children moving onto secondary school.

13 Information on where 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/about-the-local-offer>

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

This policy was developed by SENCo with support from the Local Authority, parents of children with special educational needs, representatives from the governing body and teaching staff. This will be reviewed annually.

Approved by the GB on

Next review on September 2018