

# Shipbourne School



## Special Educational Needs and Disabilities Policy

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 Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy.

This policy was developed with representatives from the governing body and will be reviewed annually.

### **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)*

There are two levels of SEND as set out in SEND Code of Practice 2014: SEN with Support and SEN with an Education and Health Care Plan.

"SEN support is an intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEND Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

Having completed the Assess, Plan, Do, Review process if the support is not sufficient to enable progress then the school may wish to apply for an Education Health Care Plan (EHCP).

The local authority will conduct an EHC needs assessment if they think that your child may have special educational needs and that those needs might need the support of an EHCP. The local authority must complete the assessment within 16 weeks and, if it decides to issue an EHCP, do so within 20 weeks of the original request.

See the factsheet The EHC needs assessment for more information.

[https://www.senexpertsolicitors.co.uk/imagelib/SEN\\_factsheets/The\\_EHC\\_needs\\_assessment\\_factsheet.pdf](https://www.senexpertsolicitors.co.uk/imagelib/SEN_factsheets/The_EHC_needs_assessment_factsheet.pdf)

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

At Shipbourne School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar such as chromosomal and genetic

anomalies, however we can access training and advice to ensure that each individual's needs can be met.

The school is able to meet the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: global learning difficulties and speech and language with dyslexia and dyspraxia, Autistic Spectrum Disorder, moderate physical difficulties and other chromosome related syndromes or disorders. However, there are some circumstances where another educational setting may be more appropriate.

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.

### **Exclusions from the definition (Equality Act Guidance 2010)**

Certain conditions are not to be regarded as impairments for the purposes of the Act<sup>3</sup>.

These are:

- addiction to, or dependency on, alcohol, nicotine, or any other substance (other than in consequence of the substance being medically prescribed);
- the condition known as seasonal allergic rhinitis (e.g. hayfever), except where it aggravates the effect of another condition;
- tendency to set fires;
- tendency to steal;
- tendency to physical or sexual abuse of other persons;
- exhibitionism;
- voyeurism.

The exclusions apply where the tendency to set fires, tendency to steal, tendency to physical or sexual abuse of other persons, exhibitionism, or voyeurism constitute an impairment in themselves. The exclusions also apply where these tendencies arise as a consequence of, or a manifestation of, an impairment that constitutes a disability for the purposes of the Act.

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

At Shipbourne we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. School Baseline Assessment is carried out in the first 6 weeks of reception. The Y1 phonics screening is done in June of year 1. Written assessment is done in years 3, 4 and 5 at the

end of each academic year. CAT's are done in Year 4 and 5. Key Stage 1 SAT's are completed in Term 5 of Year 2 and Key Stage 2 SAT's are completed in May of Year 6.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group or one to one booster sessions in writing/reading/spelling/maths, phonics and fine and gross motor skills.

Specific interventions include:

Numicon

Plus 1/ Power of 2

Word Shark

Number Shark

SoundsWrite

The Nessy Learning Programme

Clever Fingers

Sensory Circuits

Teodorescu Handwriting Programme

Communicate In Print

Cogmed

1:1 Specialist Teacher

Beanstalk Reading

BEAM

Working Memory 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 Shipbourne School we are experienced in using the following assessment tools: Speechlink, Language for Learning Observation Checklists, Test of Auditory Processing (3), Cracking the Code (Maths), Dyslexia Screening, Dyslexia Portfolio, York Assessment of Reading Comprehension (YARC), Phonological Assessment Battery, Boxall Profile, Leuven Scales (well-being and engagement).

We have access to external advisors: Dyslexia tutor. Specialist Teachers in: Cognition & Learning, Emotional Social and Mental Health, Communication and Interaction and Physical Impairment; Speech and language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists and Counsellors.

These advisors are able to use the following assessments and make detailed analysis of their findings.

The BPVS (The British Picture Vocabulary Scales)  
The WRIT (The Wide Range Intelligence Test)  
WRAT (The Wide Range Ability Test)  
BAS (British Ability Scales)  
Hedderly Sentence Completion Test  
TOWRE (Word Reading)  
CTOPP (Phonological Awareness/Memory/Rapid Naming)  
CELF (Clinical Evaluation of Language Fundamentals)  
ACE (Assessment of Comprehension and Expression)  
TAPS 3 (Test of Auditory Processing)  
Renfrew Action Picture Test

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, included on provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have decided the extent of support required and whether or not the pupil/s will be added to our SEND register or remain in our group of pupils to continue with an intervention and to be monitored closely.

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 requiring additional support for which they would be monitored closely.

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

Four times a year Pupil Progress Interviews are held, during these meetings the effectiveness of each intervention is measured using teacher assessment and data analysis.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with 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 four times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Shipbourne School are stated 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 SEN support plan 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 Shipbourne School our last Ofsted judged the quality of teaching to be Good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<http://www.kelsi.org.uk/inclusion-and-special-education-needs/special-educational-needs/local-inclusion-forum-teams>

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, small group teaching, use of ICT software packages. These are purchased and delivered by additional staff employed through the funding provided to school as 'notional SEND funding'.

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

At Shipbourne 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment, any new buildings or improvements must comply with DDA requirements. Contractors employed to make any changes must also comply with DDA standards. The Governing Body constantly monitor and review the appropriateness of the building in light of pupils needs.

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

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching and support within the classroom is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring short term interventions or SEND support. The amount of support required for each pupil to make good progress will be different in each case and a variety of interventions will be used and recorded on our provision map. 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 Shipbourne School are available to pupils with SEND 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 staff 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 Shipbourne 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 e.g. Circle Time activities, Emotional Literacy, PSHE, tutor 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 e.g. access to a counsellor, mentor time with member of senior leadership team, external referral to CAHMs and the Early Help, time-out space for pupils to use when upset or agitated.

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 Shipbourne School is Becky Bass, who is a qualified teacher who has undertaken the National Award for SEN Co-ordination.

Becky Bass is available on 01732810344 or [rebecca.bass@shipbourne.kent.sch.uk](mailto:rebecca.bass@shipbourne.kent.sch.uk) and will be available every Wednesday morning and Thursday morning at Shipbourne School.

#### 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

We endeavour to provide all teachers and teaching assistants have had the following awareness training:

- ASD Awareness
- Positive Handling
- Safeguarding
- E Safety
- First Aid
- Paediatric First Aid
- Talk for Writing
- EAL
- Academic Literacy

In addition the SENCo has received the following enhanced and specialist training:

#### **Becky Bass**

- National Award for Special Educational Needs
- Dyscalculia Awareness
- Inclusion for Pupils with Dyslexia
- Supporting Children's Emotional Wellbeing
- Making Memories
- Assessment Purpose and Tools Training
- TEACCH
- E Safety Awareness Training
- Child Protection Training
- Therapy Strategies
- Training in ADHD: Active Learning
- Use of Leuven Scales

Strategies for Positive Behaviour For Learning  
Strategies to Improve Learning for Hearing Impaired  
PECS  
Communication In Print  
Positive Handling  
Incredible 5 Point Scale

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:

Ridgeview School,  
Kent CPD online,  
Educational Psychologist,  
Speech and language therapist,  
Occupational therapists,  
Physio therapist,  
Dyslexia specialists  
Specialist Teaching and Learning Service.

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 Shipbourne School are invited to discuss the progress of their children twice a year and receive a written report at the end of each academic year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map.

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 and

the school will openly welcome parental contributions as well as incorporating the voice of the child.

*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 Shipbourne 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 Head teacher in order 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 Education and Health Care Plan 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
- Access to a Service Level Agreement with Educational Psychology service
- 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 e.g. NAS, SENCO forum, NASEN etc

### 11 The contact details of support services for the parents of pupils with special educational needs.

We support families of children and young people (0 – 25 years) with special educational needs or disabilities. We hope to empower parents to make informed choices about their children's education and communicate confidently.

Our advice and support is confidential, impartial and independent from the council. We are not on anybody's side.

IASK is overseen by a steering group, half of which must be parents.

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

### 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 Shipbourne 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 ensure the transfer is as seamless as possible.

Primary Transition:

- On site pre-school and transition meetings held in June and July.
- Four structured transition visits are arranged between pre-school and year R at the end of the year where children participate in Plan, Do and Review sessions and have a teddy bears picnic.
- Year R class teacher visits new entrants to Year R at their pre-schools June/July.
- Home visits carried out in September for new families.

Secondary Transition:

- Taster days organised in June/July
- Secondary Staff visit Year 6 pupils in school and have a transition meeting with staff.

We also contribute information to a pupils' onward destination by providing information to the next setting. All assessment and progress data is provided to the next setting at pre planned meetings in June/July as detailed above. Schools are invited to attend the Year 6 Annual Review for pupils with Education, Health and Care Plans.

### 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> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Written By: Becky Bass SENCO at Shipbourne School

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Next review: September 2018