



NEW ASH GREEN SEND INFORMATION REPORT

September 2021

This information report sets out for parents how New Ash Green Primary School endeavours to approach the education of pupils with Special Educational Needs and Disabilities.

The relevant legislative background can be found below:

Children and Families Act 2014

SEND 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 SEND 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 and the Teaching and Learning policy.

Definition of SEND

A child or young person has SEND 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. SEND Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEND 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' SEND Code of Practice (2015, p16)

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

At New Ash Green Primary we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language difficulties, Autistic Spectrum Condition, ADHD, ADD, hearing and visual impairment, physical disabilities, emotional and social 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.

At New Ash Green Primary we currently meet the needs of a small number of 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 SEND

At New Ash Green Primary School we monitor the progress of all pupils six times a year to review their academic progress and attainment. We use national assessments with all pupils at key points: baseline assessments on entry, phonics screening at the end of year 1 and statutory SATs testing at end of Key Stage 1 and Key Stage 2. Teacher assessments which determine end of Key Stage data are rigorously monitored via school and cluster moderation. We also have a range of assessment tools available in school to help identify and clarify particular needs of pupils. These include Speechlink and Language Link, the Dyslexia Portfolio, Phonics Assessments, BPVS (British Picture Vocabulary Score), YARC (York Assessment of Reading Comprehension), GL Single Word Reading Test, Sandwell Maths Assessment, Dyscalculia screening, Language for Learning and the Boxall Profile.

Where progress is not sufficient, even if a special educational need has not been identified, and after discussion with parents, we put in place extra support to enable the pupil to catch up or to address any emotional or social difficulties. Examples of extra support are

differentiated tasks, speech and language programmes, phonics programmes, literacy and maths interventions, personalised reading programmes, interventions to support fine and gross motor skills, social skills, Lego Therapy, Draw & Talk, ELSA (Emotional Literacy Support) and professional counselling.

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 firstly use a range of assessment tools in school to help determine the underlying difficulties. We also have access to external advisors and specialists: the LIFT process (Local Inclusion Forum Team), Specialist Learning and Teaching Service and Educational Psychology. We can make or support referrals to Occupational Therapy, Speech and Language Therapy or Community Paediatricians, when we can evidence the difficulties and strategies that have been tried in school.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make improved progress. These will be shared with parents, recorded on a SEND support plan or provision map and reviewed regularly, and refined / revised as 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 to* and *different from* what is normally available. The pupil will be added to the school's SEND Register after discussion with parents and formally notified by letter.

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 there is a change in a pupil's SEND status, parents will be formally notified by letter.

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 or provision map will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether the pupil is making adequate progress.

The SEND 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 termly review evaluations of effectiveness will be reported to the governing body. The SENCO also identifies strengths and 'next steps' in order to ensure continuing best use of school resources.

3b. the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

We hold 'Pupil Progress Meetings' in December, March and June where assessment information is updated and we also hold 'On Track' meetings in October, February and May, to monitor progress. In addition to this, pupils with special educational needs may have more frequent assessments or reviews. The assessments we use at New Ash Green Primary school are as detailed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If the assessments do not show that adequate progress is being made, the Provision Plan will be reviewed and adjusted and further external advice may be sought at this point.

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

High quality teaching, differentiated for small groups and individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. We use the 'Assess/Plan/Do/Review' cycle approach in order to meet the needs of pupils with SEND. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (SEND Code of Practice 2015, 6.37)

In New Ash Green Primary School the quality of teaching was judged to be good in our last Ofsted inspection.

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

The Mainstream Core Standards can be found at: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In order to meet the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments. e.g. mentoring, targeted small group teaching, interventions with a proven evidence base, alternative and individualised curriculum planning, use of Language for Learning resources, physical management programmes and emotional support. These are delivered by Teaching Assistants and other staff employed through the funding provided to the school as 'notional SEND funding'

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

At New Ash Green 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 recommended in 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 made improvements as part of the school's accessibility planning:

- In recent years the school has enlarged 4 classrooms in line with accessibility requirements
- The New Curriculum to match the needs of the class
- De-escalation training has been delivered to the whole school
- Replacement of lighting with LED units
- Painting of hand rails to improve visibility and safety for users

The accessibility plan will be reviewed as necessary based on need.

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 is consistently good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for individual pupils to make good progress will be different in each case and details will be shown on the class provision map or personalised provision plan. In a small number of 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 can provide 'Top up' funding to the school on submission of the detailed provision plan and supporting evidence of the pupil's needs. KCC use an online application tool for schools to apply for High Needs Funding.

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 New Ash Green Primary School are available to pupils with special educational needs or disabilities 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 New Ash Green 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 through the PSHE and SMSC curriculum and through support from our Learning Mentor. We run specific groups to develop self-esteem, friendship, anger management and social skills. We also use the buddy system and peer mentoring, and engage indirectly through everyday conversations with and between pupils and staff throughout the day. A small number of pupils have personal behaviour support plans, learning contracts or personalised support for break or lunch times if appropriate.

For some pupils with the most need for help in this area the school employs an independent professional counsellor, or we can refer to outside agency support such as Early Help, Children's Specialist Services or CAMHS to support pupils and families,.

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

4. The name and contact details of the SEND Co-ordinator

The SENCO at New Ash Green Primary School is Mrs Bel Evans, who is a qualified teacher. Mrs Evans has been a SENCO continuously since before 1st September 2009 and is therefore not required to undertake the National Award for SEND Coordination. She is available on 01474 873858.

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 the following basic training: ASD, Dyslexia, Safeguarding, Behaviour Management, De-escalation, Speech and Language and use of manipulatives to support maths. We can also access training from the following sources: Valence School, Milestone School, Ifield School, the Specialist Learning and Teaching Service, Educational Psychology, Speech and language service, occupational and physiotherapy. Individual staff members have attended training on a 'needs basis' and this includes Lego Therapy, BEAM, Sensory Circuits, Phonics, use of the 5-point scale, Draw & Talk, attachment disorder and mental health. The cost of training is covered by the notional SEND funding. We also use the RiPR approach across the whole school (Research-informed Peer Review).

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 SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at New Ash Green Primary are invited to discuss the progress of their children on two occasions a year and receive a written report once per 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 or Personal Provision Plan, which will be shared with parents three times per year.

If, following this 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 the pupil's 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 New Ash Green Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns firstly with their child's class teacher, SENCO, Deputy Head or Headteacher, to try to resolve the issue before making a formal complaint 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, Health and 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 supported school staff with engagement with the following bodies:

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- The Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- A Service Level Agreement with an external Educational Psychology for 6 days per year. This can be used for class or small group work or for individual consultations.
- Link to the Local Offer 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
- Membership of professional networks for SENCO, access to SENCO forums, AEN updates

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)

IASK (Information, Advice and Support Kent) 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.

Contact Details:

Helpline: 03000 41 3000 (open Monday to Friday 9.00 am to 5.00 pm)

Email: iask@kent.gov.uk

They can also be found here: <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 New Ash Green Primary School we work closely with the educational settings attended by the pupils before they transfer to us in order to seek the information needed to make the transfer is as seamless as possible, by visiting the children in their pre-schools and nurseries, home visits to parents by class teachers and transitional visits to the school for children and parents. We hold informal 'Meet the Teacher' sessions at the beginning of each new academic year, to forge good working relationships with families.

We liaise closely with the educational settings to which pupils transfer, by arranging transitional meetings with staff from secondary schools, supporting 'taster days', visits and additional transitional visits to schools as necessary for individual pupils. We also hold personalised transition meetings for a small number of pupils where there are more complex needs, including health needs.

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>

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

Next Review on September 2022