

# New Ash Green Special Educational Needs & Disability Policy

## **SEN Governor: Den Girbow**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEN) and Disability at New Ash Green Primary School.

This policy provides a framework for the identification of and provision for children with SEN and disability. Some children have barriers to learning that mean they have special needs and may require additional or different help from that given to other children of the same age.

This policy was developed with school staff and the governing body and will be reviewed annually.

## **Definition of SEN & Disability**

A child of compulsory school age or a young person has a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of others of the same age; or
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A child may be disabled and not have SEN. A child may have SEN and not be disabled.

A child with significant care needs (requiring high levels of intervention) may or may not have SEN.

## **Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the SEN of each child
- To ensure that SEN of the children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's SEN
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that the children have a voice in this process and give them the entitlement to a sense of achievement and success

## **Roles and Responsibilities**

### **The role of the Governing Body in SEN**

The Governing Body has due regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with SEN.

- The Governing Body takes all reasonable steps to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing for these children.
- The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEN. The 'responsible person' in this school is Mr. Mike Brown.

### **The role of the Headteacher in SEN**

The headteacher has responsibility for overseeing the provision for children with SEN and informing the Governing Body of how the funding allocated to support SEN has been employed. In conjunction with the Senior Leadership Team and the SENCo, the headteacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The headteacher will also work closely and meet regularly with the SENCo.

### **The role of the Special Needs Coordinator (SENCo) in SEN**

Bel Evans is available on 01474 873858 or [bevans@new-ash.kent.sch.uk](mailto:bevans@new-ash.kent.sch.uk).

The SENCo is responsible for:

- Managing the day to day delivery of the SEN policy
- Coordinating the provision for and managing the responses to children's SEN.
- Supporting and advising colleagues
- Overseeing and monitoring the records of all children with SEN
- Acting as link with parents
- Acting as link with external agencies and other support agencies
- Monitoring and evaluating the SEN provision and reporting to the Governing Body
- Acting as line manager for the Teaching Assistant team – meeting with them at least termly and keeping them fully informed and up to date with SEND issues.
- Contributing to in-service training for staff as necessary
- Keeping records of all children with identified SEND, including maintaining the School's Register of children with SEND.

The SENCo is also responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP).

### **The role of Class Teachers in SEND**

“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (SEN Code of Practice, 2014)

In New Ash Green the quality of teaching was judged to be good, working toward outstanding, in our last Ofsted inspection.

At New Ash Green we follow the National Teaching Standards for quality first teaching and Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. The Mainstream Core Standards contain the expectations on schools for the Universal, Targeted and Personalised offer they make to all children and describe what can be delivered from the school's own resources. The Mainstream Core Standards are available online at:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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 and disabilities. 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.

The class teacher is responsible for:

- Identifying, assessing, monitoring and making provision for pupils in their class with SEN
- Managing the day to day work of the teaching assistants
- Writing, implementing, monitoring and reviewing Provision Maps and support plans
- Maintaining pupil progress records
- Reporting to the SENCo on any changes to the children's needs and provision. These changes would be reflected in their records.

#### The role of Teaching Assistants in SEN

The teaching assistant is responsible for:

- Implementing the intervention programmes agreed in the provision maps
- Reporting to the class teacher on the progress the children are making

#### **Identification and Assessment**

At New Ash Green we monitor the progress of all pupils six times a year to review their progress. We also use a range of assessments with all the pupils at various points. These include:

- National Curriculum assessments
- Statutory assessments
- Phonics assessments

Where progress is not sufficient, even if a SEN has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make insufficient 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 clarify the learning difficulty.

We also have access to external professionals who are able to advise us further.

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 support plan, reviewed regularly, and refined or 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. Parents will be informed if their child is considered to have a SEN or disability.

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 SEN.

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.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

A child who is identified as having a SEN will be added to the school's SEN & D Register at the relevant level under the appropriate category / categories. The majority of pupils on the SEND Register are at the 'SEN Support' level.

Children may have more than one type of need.

The SEN Code of Practice (2014) recognises 4 broad categories of SEN:

- Cognition and Learning  
(e.g. *Global Developmental Delay, General / Specific Learning Difficulties*)
- Social, emotional and mental health  
(e.g. *Attachment disorders, ADHD*)
- Communication and Interaction  
(e.g. *Speech and Language Difficulties, Autistic Spectrum Disorder*)
- Physical and Sensory  
(e.g. *Hearing impairment, Visual impairment impaired, Physical difficulties, Medical difficulties*)

### **Management and Coordination of SEN**

At New Ash Green we can make provision for every kind of frequently occurring SEN without an Education, Health and Care Plan, for instance dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of SEN 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.

Teachers use a Provision Map to record all additional provision and interventions, which may be personalised for an individual or targeted for small group. For a relatively small number of pupils who are judged to have a higher level of needs than the majority, we record this on a Personal Provision Plan, which details all the strategies, interventions and targets for those pupils.

We hold pupil progress meetings termly to identify children making good progress, children who are 'stuck' and those failing to make progress. If the review meetings identify that further support is needed from outside agencies and services, we will consult with parents prior to any action being taken.

If our assessment shows that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources.

The class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO will become involved if the class teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

If a child demonstrates that further assessment or support from the Specialist Teaching and Learning Service (STLS) is needed, we then submit a referral, with parental consent, which is discussed at a Local Inclusion Forum Team (LIFT) meeting. These are held across the Sevenoaks area and are arranged within clusters of schools. At the LIFT meetings, advice is given to the SENCO as to what further support or strategies we can employ within school. Occasionally a Specialist Teacher will become involved.

The SENCO will support the class teacher at this stage to draw up a support plan which records specific short term targets for the child, as well as the strategies and resources to meet those targets. These targets are addressed within the child's normal classroom setting where possible.

If a child continues to demonstrate significant cause for concern, a request for Statutory Assessment can be made to the Local Authority. Written evidence from a range of agencies is requested to support the application for Statutory Assessment and the Local Authority may or may not agree to go ahead with statutory assessment. If the Local Authority does agree, the statutory process in itself may or may not lead to an Education, Health and Care Plan.

If a child has identified needs that require support from agencies other than Education, for example Social Services, Early Help or Health, then the school can contact the relevant agency. For family support we can submit a Request for Support and if the family's needs meet the criteria, a triage system will identify the type of support needed. If a referral to a health agency is required, for example to the Speech and Language Service or Community Paediatrician, then school is able to make a direct referral, if we have sufficient concern from within school and evidence of the child's difficulties and our responses. Requests for support and referrals do not guarantee services to the family.

The SENCo maintains the SEN Register and monitors the movement of children within the SEN system in school. The SENCo provides staff and governors with summaries of the impact of the policy on the practice of the school when required. The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCo and subject coordinators
- Setting measurable targets and reviewing these at least termly
- Analysis of pupil tracking data and test results
  - for individuals
  - for specific groups
  - for cohorts
- Analysis of value-added data for SEN pupils
- Termly monitoring of procedures and practice by SEN Governor and reporting on the effectiveness of the policy.
- School Self Evaluation (SSE)
- School Development Plan

The SENCo supports teachers in drawing up Provision Maps for children, including Personal Provision Plans for some pupils. The SENCo and the headteacher meet as appropriate to review the school's work in this area.

### **Monitoring and Evaluation**

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

The SEN Code of Practice (2014) describes adequate progress thus:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

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

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with SEN 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 support plan will be reviewed and adjusted.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches and interventions, as advised by internal and external

assessments e.g. precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding'

The impact of interventions is evaluated and reported by the SENCo to the headteacher three times annually.

### **Partnership with Parents**

The school works closely with parents in the support of those children with SEN. The school encourages an active partnership through an ongoing dialogue with parents and the staff value their contribution in supporting their children with SEN.

The school prospectus contains details of our SEN policy and a named governor takes a particular interest and responsibility for SEN. The school has regular meetings to share the progress of special needs children with their parents. The SENCo informs the parents of any outside intervention and the school shares the process of decision-making by providing clear information relating to the education of children with SEN.

All parents of pupils at New Ash Green are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. Parents also receive a mid-year update of their child's progress.

In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, 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 SEN.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend 2 in-year reviews and an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education.

### **Contact Details:**

**Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

**Fax:** 01622 671198

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

### **Pupil Participation**

The school encourages children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. We recognise the importance of children developing social as well as educational needs. Pupils are encouraged to appreciate that other children may have different needs from their own.

When a pupil has been identified to have SEN 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.

### **Admissions & Placement**

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. This school does not discriminate against or disadvantage disabled children or those with SEN through admission arrangements for pupils without an Education, Health and Care Plan.

Some of the children who join our school have already attended an Early Years setting. In some cases, children join us with their needs already assessed, so that we can build on their prior learning and progress. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

At New Ash Green 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 pupil's onward destination by providing information to the next setting. Careful, sensitive consideration and additional arrangements are made for children with SEN, including close liaison and visits where necessary.

### **Educational Inclusion**

In this school we have high expectations of all our children and we aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning or participation. We want all the children to feel that they are a valued part of the school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate at different rates
- Need a range of different teaching approaches and experiences

All clubs, trips and activities offered to pupils at New Ash Green are available to pupils with SEN 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.

At New Ash Green 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 or circle time and indirectly through everyday interaction between adults and 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.

### **Training and Expertise**

The SENCo at New Ash Green is Bel Evans, who is a qualified teacher and accredited SENCo.

All teachers and teaching assistants have attended Autism Spectrum Disorder level 1 and Speech and Language awareness training. In addition other staff have received more specialist training.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: Ifield school, Valence school, Educational Psychologists, Speech and language Therapists, Occupational Therapists and Physiotherapists

### **Resources and Funding**

Where external advisors recommend the use 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 CAT team.

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 special educational provision. The amount of support required for each pupil to make good progress will be different in each case. 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 may provide top up to the school. Only a very small minority of pupils will require this level of resources.

The cost of training is also covered by the notional SEN funding.

### **Links with other policies**

Please refer to curriculum policies which all have a statement relating to special needs. See also policies on:

- Child Protection
- Safeguarding
- Assessment

- Behaviour
- Anti-Bullying

Policy agreed by the Governing Body on .....

Date of next review .....