



# Goat Lees Primary School

## SEN&D Policy (Incorporating the SEN Information Report)

Draft Prepared	February 2024
Date Agreed	24/03/2021
Signed by Headteacher	<i>Teresa Adams</i>
Signed by Chair of Governors	<i>Nicola Bellman</i>
Date Policy to be Reviewed	Annually

This policy is written in line with the requirements of:

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

This policy should be read in conjunction with the following school policies: Behaviour/Discipline Policy, Equalities Statement, CP and Safeguarding Policy, Homework/School agreement and Complaints Policy.

This policy will be reviewed annually or in light of new legislation, parental feedback and/or pupil voice as appropriate.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p15)*

### **Definition of disability**

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

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

At Goat Lees Primary School, we make provision for every kind of frequently occurring special educational need and rarely is an Education, Health and Care Plan (EHCP) necessary as we are able to meet the needs of the majority of our children. Types of need we might

encounter are such as; dyslexia, dyspraxia, speech and language needs, Autism, learning difficulties and behaviour difficulties, although this list is not exhaustive. We can access training and advice so that these kinds of needs can be met if we feel that we do not have the expertise or experience within our existing staff.

The school also currently meets the needs of several pupils with an Education Health Care Plan and the need types range from that of a physical disability to multiple learning difficulties. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

The admission arrangements for pupils without an EHCP 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 Goat Lees Primary School, we have a rigorous ongoing observation and assessment process: this includes ongoing formative assessments throughout the year and summative assessments of academic progress twice a year using the school's assessment systems (FFT, NFER, and White Rose). We also use a range of assessments with all the pupils at various points. The following list includes current assessment processes but there may be others used throughout the year as appropriate;

- Baseline Assessment in Reception at the start of Term One
- Reading, Writing and Maths assessments in years 1 to 6
- Phonics screening check for year 1 in June
- Multiplication Times Table Check in Year 4

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:

- Ensuring the quality of the teaching and learning experience
- Specific Interventions in small group or as 1:1
- Phonics programmes
- Speech and language programmes as advised by Speech/Language link
- Personalised multi-sensory resources to support the learning of basics speech/phonics/maths skills
- Fine Motor practise/Clever hands
- Gross motor practise/Fizzy programme
- Social skills/Lego therapy/Play therapy
- Precision teaching
- Adaptations in planning/activity/resources
- Specialist equipment where required (recommended by outside agencies)
- Nurture provision

Some pupils may continue to make inadequate progress, despite high-quality teaching and targeted intervention. For these pupils, and in consultation with parents, we will use a range of appropriate assessment tools to determine the cause of the difficulty. This may, but not always, include accessing external advisors for support when necessary such as the Local Inclusion Forum Team (LIFT) that meets each term and gathers local SENCOs as well

as bringing together the Specialist Teaching Service, Speech and Language therapists, Educational Psychologists and Physiotherapists.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised as necessary. By 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. Parents will be informed that their child has been identified as having a special educational need and placed on the school SEN list.

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

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

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

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

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

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

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

'This can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs'. (*SEN Code of Practice 2015:6.18*)

For pupils with an Education Health 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.

#### 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 informally (formative assessments) throughout the year and by summative assessments twice a year, resulting in "data drops".

These “data drops” provide quantifiable data that enables the school to track academic progress across the year and between years. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age, processing ability, their understanding of Language etc. Children with SEN may be assessed using alternative assessment tools such as 21 Steps to help measure the smaller steps of progress that are being made from their starting points.

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 (2015, 6.37)*

At Goat Lees Primary School, we aim to ensure that the quality of teaching meets our high standards and we continue to strive for further improvements. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

([https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf))

In meeting the Mainstream Core Standards, the school employs additional teaching approaches, as advised by internal and external assessments such as small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’ or the school may use the flexibility of its staffing structure.

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

At Goat Lees 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 Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the School building has been developed with compliance to DDA requirements for 2013 and is able to flexible to meet a wide range of needs.

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

As part of our budget we receive ‘notional SEN funding’. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support.

The amount of support required for each pupil to make good progress will be different in each case and we identify this on our class provision maps. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (this system can be subject to change as it is agreed annually by the Schools' Funding Forum).

High Needs Funding (HNF) is in place as an additional resource for schools to apply for. Where the school feels that a child is being supported to the school's full capacity but is still not making sufficient progress, they can apply for HNF. This provides the school with top up funding, above the threshold of £6,000 that the school pays towards the child's provision. A provision plan and intervention timetable is put together by the SENCO, parents and, where appropriate, in consultation with specialist teachers. On the online application, the school indicates the level of provision needed to support a child in the mainstream school. This could include a wide range of additional provision including private speech therapy sessions, 1:1 adult support in class or access to specific technology that they may need to further their progress. Kent calculates the level of funding to be provided to schools to support the pupil. This funding has to be evidenced, reviewed and re-applied for annually.

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 Goat Lees are available to pupils with special educational needs either with or without an EHCP. 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 Goat Lees we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching for instance during PSHE lessons, circle times, school assemblies and school council meetings. In addition, we encourage our pupils to follow our agreed behaviour guidelines and model this as staff through our staff code of conduct and agreed school expectations.

For some pupils with the most need for help in this area, we can also provide the following; tactile resources, Forest school opportunities for outdoor learning, nurture groups, FLO input with families and Year 6 playground leaders at break and lunch times. Our building is designed for maximised open spaces around the school if a child needs some space for time-out.

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 Goat Lees is:

Miss R Coles is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Miss Alison Crockford is a qualified teacher and has been accredited by the National Award for SEN Co-Ordination.

Further capacity is added through the previous experience of members of the Senior Leadership team (SLT):

Ms Teresa Adams the Headteacher, who has been a SENCO continuously since before 1 September 2009 and has twenty years' experience acting in this role as well as being a leading teacher for SEN and Inclusion

Mrs Andrea de Roeck Deputy Headteacher, who had been Inclusion Manager in her previous school setting for five years

The SENCO can be contacted through the school office (01222 630201) or via email at: ([senco@goatlees@kent.sch.uk](mailto:senco@goatlees@kent.sch.uk))

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

All teachers and teaching assistants have had the following awareness training;

- Response marking
- Safeguarding
- Supporting children with a wide range of abilities (Differentiation)
- Behaviour Management training
- AET (Autism Education Trust) training

Support staff may also have accessed the following training:

- Fizzy (a co-ordination programme for fine and gross motor skills)
- Medical needs
- Speech and Language/VERVE programme / Stammering
- Moving and handling (as advised by Physiotherapist/Occupational Therapist)
- Supporting children with emotional needs
- Emotion coaching
- Dysphagia (for those to whom the training is pertinent.
- Precision teaching
- Intensive Interaction
- Sensory Circuits
- Sensory processing
- Oppositional Defiant Disorder
- Autism awareness
- Dyslexia awareness
- Attention Deficit Hyperactivity Disorder
- Pathological Demand Avoidance (PDA)

Where a training need is identified beyond this, we will utilise staff expertise and/or we will find a provider who is able to deliver it. Specialist advice is also available for children with medical/specific needs and is arranged as appropriate to individual needs. Training providers we can approach are: Wyvern Outreach, the Local Inclusion Forum Team and Goldwyn Specialist School and a range of health professionals. The cost of training is covered by the notional SEN funding unless it is available through their core package available to schools.

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 Goat Lees are invited to discuss the progress of their children twice 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 class Provision Map which will be updated three times per year.

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 may be identified as having special educational needs because special educational provision is being made. Parents will be actively encouraged 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 may be consulted about and involved in the arrangements made for them as part of person-centred planning where appropriate. 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 Goat Lees are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with either the class teacher, our FLO, SENCO or HT to resolve the issue before making the complaint formal to the Chair of the Governing Board.

If the complaint is not resolved after it has been considered by the Governing Board, 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 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 board 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 Board support the school in engaging with the following bodies:

- Attending LIFT meetings for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupils with requirement for direct therapy or advice. In addition, the school has signed up within its HUB of local schools, to access a private Educational Psychologist who will be providing support for school staff and where appropriate, individual children
- CARE Foundation Trust and Ashford SENCO group
- Nurture UK

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 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. They can be contacted on:

**HELPLINE:** 03000 41 3000                      Open Monday to Friday, 9am to 5pm

**Website:** <https://www.iask.org.uk>

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

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 Goat Lees 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 such as:

- Visits to nurseries
- SENCO may have meetings with professionals who are involved with the child prior to them starting school to make a plan for their arrival
- Engaging in home visits for Reception starters
- Class teacher hand over meetings
- Staff attend multi-agency meetings prior to admission to primary
- SENCO to make phone calls to parents of children who have been identified through the Nursery setting as needing additional support or where the parents have specific concerns around transition

We also contribute information to a pupil's onward destination by providing information to the next setting. We follow the Ashford schools' transition arrangements; children attend taster sessions and we invite SENCOs into school to visit children prior to transfer to Secondary.

### 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 they require.