

Aycliffe Community Primary School



Special Educational Needs and Disability Policy

KEY PERSONNEL

SEN/D Coordinator: Emma Coade
SEN/D Governor: Pam Clubb

KEY DATES

Updated: September 2023
Date of next review: September 2024

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INTRODUCTION

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 (DfE/DoH, 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
- Accessibility Plan
- Safeguarding Policy
- Complaints Policy

This policy was developed by the school SENCO (Charlotte McLean). It will be reviewed annually.

RATIONALE

Aycliffe Community Primary School is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day:

- **Article 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- **Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 17:** Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

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DEFINITION OF SEN

A child or young person has SEN/D 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-156 institutions”. SEN Code of Practice (DFE/DoH,2014:4).*

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 (DFE/DoH,2014:5)

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS HAVE ADDITIONAL PROVISION MADE AT OUR SCHOOL?

At Aycliffe Community Primary School we can make provision for every kind of frequently occurring special educational need/disability without an Education, Health and Care Plan, such as Dyslexia, Dyspraxia, Tourette’s, Speech and Language needs, Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Social, Emotional and Mental Health(SEMH) difficulties, Learning Difficulties and Physical and/or Sensory 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.

Decisions on the admission of pupils with Education, Health and Care plans 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.

HOW DO WE IDENTIFY AND ASSESS PUPILS WITH SEN?

At Aycliffe Community Primary School we monitor the progress of all pupils three times a year at Pupil Progress and Provision Review meetings with Class Teachers, Teaching Assistants and members of the Senior Leadership Team, in order to review their academic progress. We also use a range of assessments with all the pupils at various points including the Salford Reading Test, Grammar tests, Mathematics tests and statutory assessments.

Children with more complex needs, or an EHCP, will also have Provision Review meetings three times annually. We use a range of assessments with all the pupils at various points:

- Language Link Screening in the foundation stage for all pupils. This is also used when new children join the school in other year groups
- Speech Link Screening in the foundation stage or year one for children with speech production difficulties
- Y1 phonics screening
- Spelling and Reading ages.
- Teacher Assessments against the primary curriculum, including moderation
- Rocket Phonics Baseline assessments.
- Memory Magic baseline assessments.

Where progress is not sufficient, even if special educational need/disability has not been identified, we put in place extra support to enable the pupil to make progress. Examples of extra support are:

- Additional Literacy Skills teaching including spelling programmes
- Additional maths skills teaching including Dyscalculia programmes
- Phonics support
- Sensory Circuits
- Fizzy, Beam and Clever hands – programmes to develop gross and fine motor skills;
- Speech and Language programmes
- Memory Magic to support working memory.

Programmes that help support children experiencing social, emotional or mental health difficulties include:

- Social Skills/Speaking and listening groups
- Drawing and Talking therapy
- Well-being officer support.
- Lego therapy

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Aycliffe Community Primary School we are experienced in using the following assessment tools:

- Dyslexia Portfolio Screener
- SEMH/Wellbeing Assessment tools including Boxall Profiling
- Salford Reading Test

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- Rocket Phonics Assessments
- Cognition and Learning assessment tests
- Memory Magic screener (for working memory)
- Language Link assessments

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 an SEN support plan, reviewed regularly, and refined/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. Where we feel the need is appropriate we will have access to external advisors.

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 whom work with the pupil are aware of the support required and the teaching approaches to be used. (SEE APPENDIX 1 -CRITERIA FOR ADDING PUPILS TO THE SEND REGISTER).

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

Each review of the child's additional provision will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate holistic progress is being made across social, physical or academic areas.

The SEN Code of Practice (DfE/DoH, 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”.* SEN Code of Practice (DfE/DoH, 2014: 6.17)

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 in the SENCO's annual information report to Governors.

WHAT ARE 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. We use 21 Steps, age standardised scores, as well as teacher assessment, against the expectations in the primary curriculum. In addition to this, pupils with special educational needs/disabilities may have additional assessments in line with their needs. If these

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assessments do not show that adequate progress is being made, the provision will be reviewed and adjusted.

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HOW DOES THE SCHOOL TEACH 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/D. Additional intervention and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews 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/D most frequently encountered” SEN Code of Practice (Dfe/ DoH, 2014: 6.37).

At Aycliffe Community Primary School the quality of teaching is judged to be good and working towards outstanding.

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

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx

In meeting the Mainstream Minimum Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one and group tutoring, peer tutoring, alternative methods of presentation, scaffolding and adaptation, use of ICT software.

HOW DOES THE SCHOOL ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

At our school we follow the advice set out in the Mainstream Minimum Core Standards demonstrating how to adapt the curriculum and the learning environment for pupils with special educational needs/disabilities. We also incorporate the advice provided, as a result of assessments, both internal and external, and the strategies described in children’s Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Senior Leadership Team and Governors are continuously making improvements as part of the school’s accessibility planning (please refer to the school’s Accessibility Policy). These improvements include staff training, acquisition of specific resources and specific curriculum focus and strategies.

WHAT ADDITIONAL SUPPORT FOR LEARNING IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is available upon request.

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. High Needs Funding (additional funding for children with complex additional needs) is available from the Local Authority if the needs of the child exceed £6000. The school is able to apply for this funding which will be assessed on each individual case. Evidence is required to support the school's application for Higher Needs Funding, including involvement of external agencies, how the school has implemented recommendations, examples of regularly reviewed provision plans and details of related training that has been provided for staff.

HOW DOES THE SCHOOL ENABLE 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 are available to pupils with special educational needs and /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. Individual risk assessments may be required for certain pupils.

WHAT SUPPORT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

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 e.g. Social Skills/ Speaking and listening groups and Circle Time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for assistance in this area, we also can provide additional support such as mentor time with member of Senior Leadership Team/Well-being Mentor or trained Teaching Assistant, emotional check ins/ work, Drawing and Talking Therapy, Lego therapy or external referrals to CYPMHS/NELFT or Early Help Intervention Teams.

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.

The SENCO at our school is Mrs Emma Coade, who is a qualified teacher and has completed the Postgraduate Diploma; National Award for SEN Co-ordination.

Previous complementary training includes;

- Responding to transition back to school following Lockdown(COVID-19)
- Language Through Colour
- Zones of Regulation training
- Visual Resources to Support the Communication Development in Children with ASD
- Visual Timetables
- Task Management Boards training
- Exchanging Pictures and Symbols to Communicate
- Russian Scaffolding training
- PDA Training
- De-escalation training
- Trauma training
- FASD training
- Improvement Champion training – with a focus on inclusive practice.
- MCS training and support
- Sensory Champion training
- Emotional Coaching
- De-escalation training.

Mrs Emma Coade is available on (01304) 202 651 or via email senco@aycliffe.kent.sch.uk. She works part-time, 2 days per week, and is available on Wednesdays and Thursdays.

WHAT ARE THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND HOW WILL SPECIALIST EXPERTISE BE SECURED?

All teachers following awareness training:

Safeguarding, Dyslexia, ASD, ADHD, Mainstream Core Standards, working memory training, Clicker 8 training, De-escalation training, scaffolding and adaptation training and inclusive approaches, Structured Conversations training, sensory training, FASD training, emotion coaching training.

All TA's have had the following training:

Safeguarding, Mainstream Core Standards, working memory training, Clicker 8 training, De-escalation training, Russian Scaffolding, Fizzy and Clever Hands training, Barrier Games training, reading interventions training, sensory integration and sensory circuits training, emotion coaching training.

Training needs are regularly updated in line with the needs of the children, staff and school priorities. The SENCO monitors and evaluates training in the light of specific need.

Where a training need is identified we will find a provider who is able to deliver it. Training providers we can approach are, Whitfield Aspen Specialist Provision, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Dyslexia specialists, Specialist Teachers and independent training professionals. The cost of training is also funded from the main budget and, where possible, is funded from the notional SEN funding.

HOW IS EQUIPMENT TO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OBTAINED?

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

HOW DOES THE SCHOOL CONSULT PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVE THEM IN, THEIR EDUCATION?

All parents of pupils at our school participate in structured conversations three times a year and receive a written report once a 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 overcome barriers to learning, if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map, which will be shared with parents three times per year. Children with more complex needs or an EHCP, will have a personalised support plan, again reviewed three times a year, at a provision review meeting attended by both parents and relevant staff.

If, following this normal provision improvements in progress are not seen, we will contact parents to

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discuss the use of internal or external assessments, which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education and Health Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include all school staff involved with the pupil.

Information will be made accessible for parents.

WHAT ARE THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION?

When a pupil has been identified as having special educational needs, because special educational provision is being made for him or her, if appropriate, 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 people taking more responsibility and acting with greater independence in later years.

WHAT ARE 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 our school are used for complaints about provision made for special educational needs. Please see our Complaints Procedure, which can be found at <https://www.aycliffe.kent.sch.uk/policy/complaints-policy>. We encourage parents to discuss their concerns with the class teacher, SENCO or Head teacher to resolve the issue, before making the complaint formally 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 EHCP, 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.

HOW DOES THE GOVERNING BODY INVOLVE 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;
- Link to Disabled Children's Service for support to families for some pupils with high needs;
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice;
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

WHAT ARE 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)

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

- **HELPLINE:** 03000 41 3000
- **Office:** 0300 333 6474
- **Minicom:** 0300 333 6484
- **E-mail:** kentparentpartnershipservice@kent.gov.uk
- **<http://www.kent.gov.uk/kpps>**

WHAT ARE THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION?

At our school we work closely with the educational settings used by the pupils before they transfer to us, in order to seek the information that will make the transfer as seamless as possible through:

- Teacher visits to nursery;
- Transition days within school;
- Transition of information meetings for staff.

In specific cases the SENCO will accompany parents to meetings at secondary schools. We also contribute information to a pupils' onward destination by providing:

Annual meeting for the transition of SEN information between primary and secondary SENCOs;

- Transition days for children with local secondary schools;
- Visits from secondary school teachers to speak to transferring children

WHERE THE LOCAL AUTHORITY'S LOCAL OFFER PUBLISHED?

The local authority's local offer is published on http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx and parents without internet access should make an appointment with Mrs Coade (SENCO) for support to gain the information they require.

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

“The curriculum is ambitious for all pupils, including for pupils with special educational needs and/or disabilities (SEND). Leaders identify the needs of pupils with SEND, including in the early years, accurately. Pupils with SEND are supported to learn the same curriculum as their peers in order to achieve well. Leaders make sure that pupils with complex needs are included fully in all aspects of school life. Leaders seek the advice of outside agencies, such as the educational psychologist, when required. Pupils’ individual plans set out aspirational curriculum targets and specify the extra support to be provided. Leaders ensure that parents are fully involved in their child’s education and in any decision-making.” (Ofsted 2022)

Approved by the Governing Body on

Next Review on

Appendix 1

Criteria for being placed on the Special Educational Needs (SEND) register:

Cognition and learning (C and L):

A child will be placed on the SEND register for C and L if:

- they have an Educational Health Care Plan (EHCP) and are working significantly below the expected standard.
- they are working below the expected standard for their age and their needs cannot be met through Quality First Teaching (QFT) or the Mainstream Core Standards (MCS).
- the child has additional support beyond class support and the MCS. A child who requires several specific interventions over time.

- *Children who receive a small amount of additional support from an adult, from a resource in the classroom, differentiation, scaffolding or adaptive teaching will not need to be placed on the register but will be placed on the SEND monitoring list to ensure that the gap does not widen and that QFT and MCS are still enough to support their needs.*

NB- A diagnosis of ADHD or ASC does not mean that a child will automatically be placed on the SEND register. If the child with a diagnosis can have their needs met through QFT and the MCS, then they will not need to be placed on the main register.

Communication and Interaction (C and I)

A child will be placed on the SEND register for C and I if:

- they have an EHCP
- their C and I needs cannot be met by QFT/MCS and additional support for C and I and interventions are required that are beyond those that would be provided in the classroom or through small group support.
- See NB above.

Social Emotional Mental Health (SEMH)

A child will be placed on the SEND register for SEMH if:

- they have an EHCP
- their SEMH needs cannot be met through QFT and MCS.
- they need regular, additional support outside of the classroom to support their SEMH needs.
- if they are being seen by CYPMH's for SEMH or if they are receiving counselling for SEMH from the NHS/ through the paediatrician.

Physical and Sensory (P and S)

A child will be placed on the SEND register for P and S if:

- they have an EHCP
- their sensory needs require them to have several regular sensory breaks throughout the day, supported by an adult. This might include the sensory room, sensory circuits etc.
- Physical impairments (hearing, visual, mobility) that require support beyond the MCS and QFT or require adaptations to the school building/environment.

Additional notes:

Any child working with STLS will be included on the SEND register.

Once a child has been placed on the SEND register, their progress will be monitored through pupil progress meetings each term. They will also be monitored by the class teacher and SENCO.

If a child makes sufficient progress and no longer meets the criteria for being on the register, the child will be removed from the SEND register.

Parents will be informed when their child is added to or removed from the SEND register by the school.

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