

SEND Policy 2023/24



TO BE REVIEWED SEPTEMBER 2024

The following policy has been developed in accordance with guidance provided by Kent County Council and adapted to reflect the practices at Rodmersham Primary School.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- UK Statutory Instrument 2014 number 1530- Special Educational Needs and Disability Regulations
- Equality Act 2010
- Schools Admissions Code, Department for Education 1 Dec 2014
- UK Statutory Instrument 2012 number 1124 - The School Information (England) (Amendment) Regulations
- UK Statutory Instrument 2013 number 758 - The School Information (England) (Amendment) Regulations
- Kent Inclusion Statement Jan 2021

This policy has been developed through a working group of all school stakeholders [including staff, governors and parents/carers] and will be reviewed bi-annually.

Definition of Special Educational Needs and Disabilities (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 SEND Policy 2021

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 p.15)*

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 p.16)*

What SEND does our school make provision for?

At Rodmersham Primary School, we provide every kind of frequently occurring special educational need without an Education, Health and Care Plan. We provide for the presenting needs of pupils with or without a formal diagnosis. Examples of this are Dyslexia, Developmental Coordination Disorder [which includes Dyspraxia], Speech and Language needs, Autism Spectrum Condition, learning difficulties, and Social, Emotional and Mental Health difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school may be less familiar. In the event of this occurring, we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs:

- Autism Spectrum Condition
- Sensory Processing Disorder
- Speech Language and Communication needs
- Cognition and Learning difficulties
- Physical and Sensory difficulties
- Social, Emotional and Mental Health needs

The local authority, in consultation with the school, makes decisions on the admission of pupils with an Education, Health, and Care plan.

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.

What is our school policy for identifying and assessing pupils with SEND?

At Rodmersham Primary School, we formally monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Phonics Screening, Cognitive Ability Tests in year 5, Speech and Language Link screening, spelling age and reading age. The following assessments are used as deemed necessary: Black Sheep and Language Link, Nessy, Dyslexia Screen, Accelerated Reader, Dyscalculia Screen, The Boxall Profile and Leuven Scale.

Where progress does not meet expectations, even if a Special Educational Need has not been identified, extra support is implemented to enable the pupil to catch up. Examples of extra support are focus groups in class, more frequent individual reading, intervention from a Speech and language Teaching Assistant, Numicon, Sensory Circuits, Lego Therapy, Clever Fingers, peer support, and the use of specific software to support learning, such as Nessy.

Some pupils may continue to make slower than expected progress despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents / carers, we will use further assessment tools to determine the cause of the learning difficulty.

More detailed assessments aim 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 Special Educational Needs support plan (year group pupil tracker or

personalised provision 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 that is additional and different to that which is normally available.

If the pupil can make good progress using this additional and different resource (but could not maintain this good progress without it), we will continue to identify the pupil as having a Special Educational Need. If the pupil can maintain good progress without the additional and different resources, he or she will not be identified as having Special Educational Needs. When there is any change in the identification of the Special Educational Needs status, parents/carers will be notified in writing.

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

What is our policy for making provision for pupils with SEND whether or not they have Education Health & Care [EHC] Plans?

How the school evaluates the effectiveness of its provision for such pupils:

Each review of the SEND support plan will be informed by the views of the pupil, parents/carers, and class/subject teachers, as well as 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 the rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

What are our arrangements for assessing and reviewing the progress of pupils with SEND?

The assessments we use at Rodmersham Primary School are those listed in Section 2 of this document and identify whether pupils are increasing their skills in key areas. Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with SEND may have more frequent assessments if slower-than-expected progress is made and further identification of need is required.

If these assessments do not show adequate progress is being made, the SEN support plan (year group pupil trackers or personalised provision plan) will be reviewed and adjusted.

The "triggers" for further intervention

We recognise that there is a wide range of SEN amongst our children and match

the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not made.

The "triggers" for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
- the child is working at a curriculum level lower than their chronological Year Group
- the attainment gap between the child and peers is getting wider.
- a previous rate of progress is not being maintained.
- little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- Assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- the class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- for a new child, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults' concerns, e.g. from medical services, Educational Psychologists, Specialist Teaching Services and Nurture/Intervention Teams.

What is our approach to teaching pupils with SEND?

Quality first 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)*.

In Rodmersham Primary School, the expectation is that all teaching is at least good.

We follow the Kent Inclusion Statement, developed by Kent County Council, to ensure that our teaching conforms to best practices.

In meeting the requirements of the 'Kent Inclusion Statement' and 'Mainstream Core Standards' documentation, the school employs some additional teaching approaches, as advised by internal and external assessments e.g.

- one to one teaching
- precision teaching
- mentoring
- small group teaching

How do we adapt the curriculum and learning environment for pupils with SEND?

At Rodmersham Primary School we follow the advice in the Kent Inclusion Statement and Mainstream Core Standards documentation on adapting the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided because of assessments [both internal and external] and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have approved the following training and engagement with external services to enable improved accessibility for individual pupils with SEND.

What additional learning support is available to pupils with SEND?

Rodmersham Primary School receives additional funding to meet needs of pupils with SEND. This funding ensures enough resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support needed for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our website and each year group pupil tracker. In very few cases, a very high level of resources is required. Under these circumstances, the local authority should provide the school with specific top-up funding.

'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top-up funding where the SEN provision cost required to meet an individual pupil's needs exceeds the nationally prescribed threshold (£6,000).' (SEN Code of Practice 6.99)

How do we enable pupils with SEND to engage in school activities (including physical activities) together with children who do not have SEND?

All clubs, trips, and activities offered to pupils at Rodmersham Primary School are available to pupils with Special Educational Needs, either with or without an Education, Health, and Care Plan. Where necessary, the school will use the resources available to provide additional adult support to enable the pupil's safe participation in the activity.

What support is available to improve pupils with SEND's emotional and social development?

Our priority is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance, in the Personal, Social, Health, and Economic Education [PSHE]—Rodmersham Primary School code of conduct, assemblies, and indirectly through every interaction adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following:

- Support from our Pastoral Support Officer or Senior Member of staff
- An identified time-out space for pupils to use when upset
- Accessing support from external agencies such as the Specialist Teaching & Learning Service, Early Help and Preventative Services
- Referral to Child Health or the School Nursing Service.

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 what is required by pupils who do not need this support.

The name and contact details of the SEN Co-ordinator

The SENCo is Nicky McMullon Head Teacher who can be contacted on 01795 423776 or headteacher@rodmershams.kent.sch.uk. The SENCo assistant, Justine Williams can be contacted on 01795 423776 or Justine.Williams@rodmershams.kent.sch.uk

The Special Educational Needs Co-ordinator (SENCO)

Nicky McMullon is responsible for the arrangements for SEN provision throughout the school. He is a member of the Senior Leadership Team The post is part-time, currently two and a half days a week in conjunction with the role of Designated Safeguarding Lead. As SENCO Nicky....

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to date.
- works closely with the SENCo assistant, the teaching and support staff in co-ordinating provision for our SEN children.

The Special Educational Needs Co-ordinator (SENCO) Assistant:

- manages the Intervention/Nurture Team and SEN Support Teaching Assistants employed to work with children with SEN throughout the school.
- manages those Teaching Assistants attached to individual children with statements or funding through the EHCP.
- is a nominated person for and liaises with the staff in school who have responsibility for child protection, attendance and family support issues.
- liaises with the Co-ordinator for medical needs.
- works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

Additionally:

The SEN Support Staff

The school employs 8 TAs with full-time responsibility to support the SENCO in

delivering learning/intervention programmes across each area of SEN throughout the school and a family support worker who helps to collate Parent and Pupil viewpoints.

These TAs work with individual children and with small groups on particular intervention programmes. They meet with the SENCO and Nurture Intervention Manager each week to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children which the child's classroom teaching assistant delivers

What expertise and training have our staff received about children and young people with SEND, and how is this secured?

All teachers and teaching assistants have the opportunity to access a range of awareness training that includes, and is not limited to:

- Monster Phonics
- Assessment for Learning
- Attachment difficulties
- Autism Spectrum Condition
- Safer Handling
- Personalised Plans
- Sensory Circuit / Beam Training
- Dyslexia
- Safeguarding and Online Safety
- First Aid.

Staff have attended the following training/support in the last two years:

- ADHD/ASD awareness - Feb 2019
- Headteacher attends AEN update sessions (3 x annually), and Local Inclusion Form Team (LIFT)
Headteacher attends ISG meetings x6 year
- All staff attended colour semantics training - Feb 2020
- All staff attended Makaton training - October 2019
- FLO – Anxiety Training – June 2021
- Headteacher is part of the STLS working party
- Safer Internet Day supported by whole school (Feb 2021)

In addition, staff members have skills and experience in the following areas, detail of which is found on our website. To meet the needs of learners with:

Cognition & Learning needs

- Dyslexia Gold
- Clicker 8
- Toe by Toe

Communication & Interaction needs

- Language for Learning
- Colourful Semantics
- Lego Therapy
- Autism Spectrum Condition [ASC] Awareness
- Social Stories
- In Print
- Cued Articulation
- Speech Link and Language Link

Physical & Sensory Needs

- Fizzy [gross motor skills / developmental co-ordination difficulties in Key Stage 2]
- BEAM [gross motor skills / developmental co-ordination difficulties in Key Stage 1]
- Sensory Circuits
- Clever Fingers [fine motor skills]

Social, Emotional & Mental Health needs

- • Time to Talk
- • Counselling
- • Safer Handling

Mrs McMullon has completed the enhanced and specialist training in Safeguarding and Online Safety.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are the Specialist Teaching & Learning Service, Educational Psychology Service, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Virtual School Kent. The cost of training is covered by the notional SEN funding.

How do we secure equipment and facilities to support children and young people with SEND?

Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase them using the notional SEN funding or seek a loan for them. For highly specialist communication equipment, the school will seek the advice of the Kent County Council Communication and Assistive Technology team.

Access to the school environment

Rodmersham School is on a level site with challenging access to all areas, both inside and outside, but children with mobility or visual problems may find the smaller spaces such as the corridors challenging. There is an accessible toilet. Some ramps have been installed where school doors open into the playground. The full Accessibility Plan can be seen on the website;
www.rodmersham.kent.sch.uk

What arrangements are there for consulting parents / carers of children with SEND and how are they involved in their education?

Children and their families are the experts on the impact of their condition or disability. Collaborative working is the starting point when planning, implementing, and reviewing SEN provision. Provision that is put into place in response to current presenting, underlying, or emerging need is not dependent on a child or young person receiving a formal diagnosis of a specific condition or disability.

All parents / carers of pupils with SEND at Rodmersham Primary School are invited to discuss their children's progress on three occasions a year and receive a written report once per year. We are always happy to arrange meetings outside these times. As part of our everyday 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 provisions will be recorded, tracked and evaluated and shared with parents / carers thrice yearly.

If, following this normal provision, improvements in progress are not seen, we will contact parents / carers to 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 provisions are being made. Parents / carers will be invited to all planning and reviews of this provision. Parents / carers will be actively supported to contribute to assessment, planning and review.

In addition, parents / carers 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 / carers.

What arrangements do we make to consult young people with SEND and involve them in their education?

When a pupil has been identified to have Special Educational Needs because special educational provision is being made for them, they will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents / carers are likely to play a more significant role in childhood, with the young person taking more responsibility and acting with greater independence in later years.

What arrangements are made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at the school?

Arrangements for managing complaints at Rodmersham Primary School are used for any complaints about provision made for Special Educational Needs. We encourage parents / carers to discuss their concerns with the Class Teacher first. If further discussion is required, meetings will be arranged with a member of the school leadership team to seek to resolve the issue before formally filing the complaint with the chair of the governing body.

If the complaint is not resolved after the governing body has considered it, 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/carers to appeal against a decision of the Local Authority. The school cannot investigate complaints which fall within this category. Please refer to the Complaints Policy for further details.

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 SEN & D and in supporting the families of such pupils?

The governing body have engaged with the following bodies:

- Free membership of Local Inclusion Forum Team [LIFT] for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for a termly school-based review meeting.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirements for direct therapy or advice
- The Communication and Assistive Technology Team for ad hoc requests for advice
- Community Paediatrics
- Kent County Council School Nursing Team
- Early Help and Preventative Services

What are 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)?

Specialist Children's Services

Information Advice and Support Kent provides a free and confidential, information, advice and support service, for parents / carers 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. Their 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 participate in discussions and make informed choices and decisions fully. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 413000 Office: 03000 412412 E-mail: iask@kent.gov.uk

www.kent.gov.uk/education/Information-Advice-and-Support-Kent

What are our arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living?

At Rodmersham Primary School we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible. These include an information gathering session with preschool providers, parent / carer questionnaires, visits to family homes, preschool settings and transition meetings. These questionnaires form the basis of information sharing meetings. School staff make classroom visits to observe strategies. We also hold transition meetings involving parents / carers and external professionals for children with SEND to ensure a smooth transition.

Additionally, we contribute information to a pupil's onward destination by providing information to the next setting. All year 6 pupils attend a common induction day in July. Individual arrangements are made for pupils with Special Educational Needs and disabilities, which may include accompanied visits to their receiving school and meetings with parents/carers and other involved professionals.

Where is the authority's local offer published?

The local authority's local offer is published on

www.kent.gov.uk/education-and-children/special-educational-needs

Parents / Carers without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.