



WEST BOROUGH
PRIMARY SCHOOL

SEN&D/INCLUSION POLICY

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Contents

Definition of Special Educational Need (SEN)	6
Definition of disability.....	6
The kinds of Special Educational Need for which provision is made at the school	6
Information about the policy for identification and assessment of pupils with SEN.....	7
How the school evaluates the effectiveness of its provision for such pupils.....	8
The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs	8
The school's approach to teaching pupils with Special Educational Needs	8
How the school adapts the curriculum and learning environment for pupils with Special Educational Needs	9
Additional support for learning that is available to pupils with Special Educational Needs	9
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	9
Support that is available for improving the emotional and social development of pupils with special educational needs.....	9
The name and contact details of the SEN co-ordinator.....	10
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	10
Information about how equipment and facilities to support children and young people with Special Educational Needs will be secured.....	10
The arrangements for consulting parents of children with Special Educational Needs about, and involving them in, their education	10
The arrangements for consulting young people with Special Educational Needs about, and involving them in, their education	11
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	11
How the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils	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)	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..... 12

Information on where the local authority’s local offer is published 12

Inclusion Policy

West Borough Primary School is committed to providing an appropriate and high quality education to all the children at the school. We believe that all children, including those identified as having special educational needs have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We do not tolerate prejudice and discrimination, and work to develop an environment where all children can flourish and feel safe.

We are committed to the inclusion of all children. We aim to encourage a sense of community and belonging, and to offer new opportunities to learners who may experience difficulties.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are more able and talented
- those who are in the care of the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to:

- sensory or physical impairment
- communication and interaction difficulties
- cognition and learning difficulties
- emotional or social development
- environmental factors, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement,

- ability,
- emotional state,
- age,
- maturity.

We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Our aim is to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

Bower Grove Satellite

We have a satellite inclusion unit for up to 12 KS2 children on the Autistic Spectrum attached to our school. The satellite is part of Bower Grove Special School and it is staffed and managed by Bower Grove. The children are integrated into our mainstream classes when appropriate. A separate agreement outlining the principles, objectives and management responsibilities relating to the project, is available.

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 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 all our school policies as published on the website.

This policy was developed after parent and child consultation, with representatives from the governing body and staff and will be reviewed annually.

DEFINITION OF SPECIAL EDUCATIONAL NEED (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:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 (2014, p 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 (2014, p5)*

THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT THE SCHOOL

At West Borough Primary School we can make provision for every kind of frequently occurring Special Educational Need without an Education, Health and Care Plan. This includes Dyslexia, Dyspraxia, speech and language needs, Autism, Asperger's Syndrome, learning difficulties, behaviour difficulties, social and emotional difficulties as well as any other additional needs. 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.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of Special Educational Need: Social and Emotional needs, Global Development Delay, and Autism. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

INFORMATION ABOUT THE POLICY FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

At West Borough Primary School we monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with the pupils at various points eg Yr 1 phonics screening, speech link, language link, spelling age, reading age, CATs Testing.

Where progress is not sufficient, even if Special Educational Need has not been identified, we put in place extra support to enable the pupil to work towards catching up. Examples of extra support are targeted interventions for phonics, reading, writing or maths, speech and language, Language for Learning, Sensory Circuits, BEAM, Lego Therapy, Memory Booster, Comprehension Booster etc.

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

At West Borough Primary School we are experienced in using the following assessment tools:

- Leuven Scales for wellbeing and engagement
- Boxhall Profile diagnostic and developmental assessment
- SDQ emotional needs assessment
- Ravens Matrices IQ Test
- RAPID for phonological processing, working memory and visual, verbal integration memory
- LASS for identifying strengths and weaknesses in learning
- Aston Assessment for indications of Dyslexia
- Language for Learning screener
- BVPS III for visual auditory memory
- Sensory Circuit checklist
- Social, Communication and Interaction scale
- Expressive Vocabulary Test 2

along with a range of other assessment tools as necessary.

We also consult with external advisors including Specialist Teaching and Learning Service, Educational Psychologist, Speech & Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, Play Therapy, Art Therapy, Dandelion Time, Education Welfare Officers, Early Help Services and Social Services, who have access to their own specialist assessment tools as required.

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 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.

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 made, 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.

INFORMATION ABOUT THE SCHOOL'S POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT THEY HAVE EHC PLANS, INCLUDING:

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 (where appropriate), parents, class teachers and SENCo and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (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

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

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 four times per year. In addition to this, pupils with Special Educational needs may have more frequent assessments of specific areas of development or learning. The assessments we use at West Borough Primary School are in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. Parents are informed and records kept of the provision provided for each child.

If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

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. 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 most frequently encountered, *SEN Code of Practice (2014, 6.37)*

In West Borough Primary School the quality of teaching was judged to be Requires Improvement in our last Ofsted inspection (March 2015) and the school is working closely with the Local Authority to improve this to good and outstanding.

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

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring, small group teaching, 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 'High Needs Funding'.

HOW THE SCHOOL ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At West Borough Primary School we follow 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 and Care Plans.

The Governors, as a requirement to keep the appropriateness of the curriculum and learning environment under review will, when necessary, recommend changes or improvements as part of the school's accessibility planning. The improvements that could be recommended may include alterations to buildings, curriculum and training of staff.

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 a full list of the interventions we can offer is on class provision map. 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. The school applies for this top up for pupils with a level of need that cannot be met through Quality First Teaching or through normal targeted interventions.

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 West Borough Primary School are available to pupils with Special Educational Needs 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.

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

At West Borough Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHCE, Core Values, Learning Skills, circle time activities, assemblies and school routines and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to behaviour manager, counsellor or therapist, mentor time with member of inclusion team, external referral to CYPS, time-out space for pupil to use when upset or agitated etc.

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 NAME AND CONTACT DETAILS OF THE SEN CO-ORDINATOR

The SENCo at West Borough Primary School is Mrs Paula Martin, who is a qualified teacher and has undertaken the National Award for SEN Co-ordination.

Mrs Martin is available on 01622 726391 or pmartin@west-borough.kent.sch.uk and is available throughout the week.

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

Currently the majority of teachers and Teaching Assistants have had the following awareness training: ASD, ADHD, behaviour, mood management.

In addition some TAs have received the following enhanced and specialist training: ASD awareness, Social Stories, Speech and Language, Speech Link, Language Link, EAL training, Sensory Circuits, BEAM, Memory Magic, Clicker 6, Communicate In Print, Clever Fingers and Early Help.

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 Specialist Teaching and Learning Service, Five Acre Wood Special School, Bower Grove Special School, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, School Nursing and Paediatrics. The cost of training is covered by the notional SEN funding.

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, High Needs 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.

THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

All parents of pupils at West Borough Primary School are invited to discuss the progress of their children twice a year through The Learning Conferences, receive a written report once a year and topic reports three times 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 them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a Special Educational Need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents.

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 will be identified as having Special Educational Needs because special educational provision is being made and the parent will be invited to planning and reviews

of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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

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, (when 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 person taking more responsibility and acting with greater independence in later years.

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 West Borough Primary School are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with class teacher, SENCo or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

HOW THE GOVERNING BODY INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH PUPILS

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to Specialist Teaching and Learning Service
- A Service Level Agreement with Educational Psychology service for 6 days per year
- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCo
- Access to support from Virtual Schools

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 (IASK), formerly 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: 03000 412 412

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service>

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 West Borough Primary 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. Transition meetings are arranged for all children. These meetings may include professionals from a range of agencies for children with specific needs where they have already been involved. Earlier home visits for Early Years are carried out when necessary. Children with EHCPs have early meetings to ensure up to date information is passed on. Taster sessions are organised within school and with local secondary schools to enable settling in time in the new provision.

Secondary school transition meetings and events take place during term 6. We also contribute information to a pupils' onward destination by providing information to the next setting. Information is shared through visits to receiving educational settings and transition meetings between school, receiving setting and outside agencies (where appropriate).

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> and parents without internet access should make an appointment with the SENCo/Family Liaison Officer (FLO) for support to gain the information they require.

Approved by the GB on

Next review on