



# **WEST BOROUGH**

## **PRIMARY SCHOOL**

### **SEN & Disability Policy**

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SEND Governor	Mrs R Phillips
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## Introduction

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 adapted to meet their individual needs.

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 inclusion is about providing equitable opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or 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 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 all of 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.'

(DfE/DoH 2015: 15-16)

## **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'.

(DfE/DoH 2015: 16)

## **1. The kinds of special educational need for which provision is made at West Borough Primary School**

At West Borough Primary School, we can make provision for every kind of frequently occurring special educational need. This includes dyslexia, dyspraxia, speech and language difficulties, autism, Asperger's syndrome and behaviour difficulties. There are other kinds of special educational need that 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. We can also meet the needs of pupils for whom an Education, Health and Care Plan has been granted, if a mainstream setting is deemed appropriate for the child 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.

## **2. Information about the policy for identification and assessment of pupils with SEN**

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) pupils are identified as either having no SEN; having SEN with Support; or as having SEN with an Education, Health and Care Plan. We continuously monitor and review the progress of all pupils through termly pupil progress reviews. We use data from teacher assessments and tests that we administer to the children within whole class teaching sessions.

Where needed, additional assessments of learning needs can be undertaken in consultation with the SENCo and outside agencies. Where progress is not sufficient, even if a special educational need has not been identified, staff are able to provide additional support to help the pupil to catch up. Provision Maps identify the range of additional support that we can provide to all children regardless of their need.

Pupil Progress Meetings help staff to identify what has already been put in place and what more can be implemented to ensure that each child is able to achieve their potential. This can include additional support and the involvement of specialist staff and/or parents to boost the child's learning potential. Some pupils may continue to make inadequate progress, despite high-quality teaching tailored to their areas of weakness. For these pupils, and in consultation with parents/carers, we will use a range of assessment tools to determine the cause of the learning difficulty. We would be guided by external specialists to identify and administer a range of effective and informative cognitive assessment tools to help us to develop a full learning profile of the needs and difficulties of any child. The purpose of this more detailed assessment is to understand what additional resources and different approaches would be suitable to enable the pupil to engage fully with the curriculum. These will be shared with parents/carers, put into a SEN plan and reviewed regularly, and refined /revised if necessary, as part of the Graduated Approach (DfE/ DoH, 2015).

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. Pupils will then be identified on our SEN Register as SEN with Support. 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 occurs parents/carers will be notified.

*In line with the graduated approach, "Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEN register unless they are in receipt of significant, additional and personalised support without which they could not access learning."*

Staff will therefore work closely to ensure that the special educational needs of all students are fully understood, and that where they require ongoing high levels of support to be able to make progress, they are identified on the SEN Register. Where they may have a diagnosis of a special educational need, but have no need for ongoing high level support to manage that special educational need within the school context, the pupil's needs will be fully recorded and shared with all staff, but they will not be added to the SEN Register. 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.

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

- Leuven Scales for wellbeing and engagement
- Boxall 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
- GL Assessment 'Dyslexia Portfolio'
- Dyslexia Screening Test
- Dyscalculia Screeners
- Language for Learning Screener
- BPVS III for receptive vocabulary
- Sensory Circuit checklist
- Social, Communication and Interaction scale
- Expressive Vocabulary Test 2
- Thrive Assessments

As a school, we use the Mainstream Core standards to assess a child's needs. These are C&L (Cognition and Learning), C&I (Communication and Interaction), SEMH (Social, Emotional and Mental Health) and P&S (Physical and Sensory Impairment). As a school, we have access to external advisors including Educational Psychologists, the Specialist Teaching and Learning Service, Speech and Language Therapists, School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, Specialist Counsellors, Play Therapists, Art Therapists, Dandelion Time, School Liaison Officers, Early Help Services and Social Care 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 or adaptations are required to enable the pupil to make progress. Interventions deemed necessary will be implemented for a set period of time. At the end of the intervention, children's progress is reviewed and the intervention continued, changed or adapted to ensure optimal impact. 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. We will produce personalised plans for the children identified on the SEND register, which are reviewed with parents and the children themselves, three times a year.

If the pupil is able to make good progress using these additional resources (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 resources, he or she will not be identified with a special educational need. If there is any change in SEND status, parents will be notified.

We ensure all teachers and support staff working with children are aware of the support to be provided and the teaching approaches to be used.

### **3. Information about West Borough Primary School's policies for making provision for pupils with special educational needs whether or not they have EHC Plans.**

#### **a) How West Borough Primary School evaluates the effectiveness of its provision for such pupils**

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

- 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

Children on the school's SEND register have personalised plans, which are reviewed three times a year. The plans state the child's strengths, weaknesses, specific SEND needs, current attainment and identifies all provision in place for the child. Teachers review personalised plans three times a year with the parents and the children themselves. These plans are monitored by the SENCO and leadership team at pupil progress meetings. Inadequate progress, and appropriate action moving forward, is discussed with the teachers at pupil progress meetings.

For those pupils with an Education Health Care Plan, annual reviews are held with parents and all professionals involved with the child, to evaluate the effectiveness of additional provision.

#### **b) West Borough Primary School's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Progress of every pupil in the school is tracked three times a year. Pupils with special educational needs may have more frequent assessments corresponding to the provision in place for them. This ensures we are able to monitor the impact of the provision and make adaptations when required to ensure success. For more information regarding the assessments used at West Borough Primary School, please refer to the list in section 2. By using these assessments, we will be able to ascertain if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress, the personalised plan will be reviewed and adjusted accordingly.

### **c) West Borough Primary 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 and Disability Code of Practice' (DfE/DoH, 2015: 99)

At West Borough Primary School, the quality of teaching is judged to be good.

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

[Mainstream Core Standards](#)  
[Parents' guide to the Mainstream Core Standards](#)

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 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'.

### **d) How West Borough Primary School adapts the curriculum and learning environment for pupils with special educational needs**

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive 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 for pupils with SEMH needs.

### **e) 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 and to ensure sufficient resources are available to children identified as SEN support. The amount of support required for each pupil to make good progress will be different in each case and tailored to the needs of each individual child. 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 funding to the school. If the cost of support exceeds £6000, the school can make a High Needs Funding (HNF) application to the Local authority.

### **f) How West Borough Primary 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, with or without an Education Health Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of all pupils in these activities.

#### **g) 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 (PHSE lessons) and core learning skills, and indirectly within every conversation.

We recognise that pupils throughout the school, and particularly in the Early Years Foundation Stage are at the early stages of emotional and social development and all efforts are put in to provide them with consistent and high quality role models to help them to develop and mature appropriately.

West Borough Primary School has both a Thrive and Nurture Practitioner who deliver bespoke individual sessions to support children's social and emotional development. Via the Thrive/Nurture Approach, we can screen children to identify gaps in their developmental blocks and use structured intervention to fill these gaps, improving the child's social and emotional development. As a school, we know that if a child has suffered trauma or attachment difficulties in their early years, targeted intervention to support social and emotional development can lead to better academic progress.

For SEN children with severe social and emotional needs, the school can make referrals for external support from the Children and Young Peoples Mental Health service (CYPMHS) and the Specialist Teaching and Learning Service (STLS) via LIFT.

For some pupils with the most need for help in this area we can also provide the following: personalised Zones of Regulation Toolkit, access to counsellor or therapist, mentor time with a member of the inclusion team or Leader of Learning, Thrive, external referral to NELFT,

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 West Borough Primary School is Mrs Gemma Jury-Sofi, who is a qualified teacher and has been accredited with the National Award for SEN Co-ordination. Mrs Jury-Sofi holds the following qualifications: Bed (Hons) Primary Education, NPQSL and NASENCO.

Mrs Jury-Sofi is available on 01622 726391 or [gjury-sofi@west-borough.kent.sch.uk](mailto:gjury-sofi@west-borough.kent.sch.uk) to discuss any concerns or queries you may have regarding special educational needs.

The nominated governor for SEN is Mrs Rebecca Phillips.

#### **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**

We have developed a comprehensive cpd plan for teachers and teaching assistants and they receive regular in-house training opportunities. These include the following: ASC & ADHD awareness, dyslexia awareness, Zones of Regulation, EAL, Clicker 8.



The SEND Team regularly reviews training required via monitoring procedures (observations, data analysis, pupil progress meetings and discussions with staff) to ensure confidence and knowledge is up to date. This also encompasses the training needs of all staff in relation to the evolving needs of pupils within the school. Training providers include: Specialist Teaching & Learning Service, Five Acre Wood School, Bower Grove School, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapist, play therapists and the specialist teaching and learning service. The notional SEN funding covers the cost of training.

## **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. It may be deemed appropriate to apply for additional High Needs Funding if the cost exceeds £6000 notional funding per pupil.

## **7. 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 at TLC's (twice a year) and receive a written report once a year. In addition to this, staff 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. Teachers will share any interventions children are receiving at parents evening. Provision for children on the schools SEND register will be shared with parents three times a year via personalised plan review meetings.

If a child does not make progress following any interventions put in place, we will use internal or external assessments which will help us to ascertain the children's needs better. Following these assessments, it may be deemed appropriate to put in place specialist intervention and name the child on the schools SEND register. Parents will be actively supported to contribute to the assessment, planning and review process.

Parents/carers of pupils with SEN will be invited regularly to contribute to the SEN Plan process, where teachers work with the pupil and parents/ carers to identify individualised and appropriate targets for development, and the support and provision needed to achieve that. 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 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, the pupil and parents will be consulted when target setting. Parents play a significant role in this process at primary school.

## **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 North Borough Junior School are used for complaints about provision in relation to special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Head teacher 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 Care plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

## **10. 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
- Access to local authority's service level agreement with Speech and Language Therapy Services, Occupational Therapy Services and Physiotherapy Services for pupils with requirements for direct therapy or advice
- Ability to make requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO

## **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 (IASK) 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.

**HELPLINE:** 03000 41 3000

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

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

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 transition as seamless as possible. A member of staff will meet with the SENCO at the Early Years setting and will discuss the SEN of the child and agree with them, and with parents of the child an appropriate transition programme. This may include the

setting up of social stories, additional transition days, photos and visual timetables to make the transition into the school as smooth as possible.

We use the same principles of close liaison to support the transition of the child moving on from our school into another school. We would seek to set up meetings with appropriate staff at the ongoing school to share information, records and strategies that we have used to ensure that the appropriate levels of support and strategies are in place for the child to be successful at their new school. Opportunities for additional transition and induction days will be discussed and set up as appropriate, with opportunities for the receiving staff to both meet with the child at our school, as well as receive the child for taster sessions in their own school environment. We contribute information to pupils' onward destination by providing information to the next setting following guidelines set out by the General Data Protection Regulation (GDPR) 2018.

This includes providing detailed information including attainment levels, arranging meetings with SENCOs or heads of year 7, inviting staff to Education Health Care plan reviews, arranging additional transition visits and support for vulnerable pupils. SEN files are sent securely with tracking data or hand delivered. Each SEN file is signed for by the new setting to ensure receipt of the file. West Borough Primary School do not keep any SEND records of children who transfer from us, unless the child does not transition to a new educational provider. In this instance, SEND files are archived.

### **13. EAL and SEN.**

Where an EAL child is showing possible signs of SEN, we use the guidelines issued by ISSK (Inclusion Support Service Kent) to help us to distinguish between early language acquisition and special needs. This process always begins with information obtained by the parent / carer during discussion and will look at the child's early development and language acquisition of their first language in the context of the child's family history, length and type of previous schooling and cultural background. Observations, alongside language and cognitive screenings may be undertaken. These may be conducted in the child's first language when necessary. Results of these screenings then inform the planning of additional support for the child where it is required. This will be closely monitored by the class teacher and the EAL Leader and progress discussed with the parent/carer. If progress continues to be limited despite targeted intervention, the SENCO may then refer to outside agencies, with parental consent, and/or add the child to the SEN register, with appropriate support. School will provide an interpreter for pre-arranged meetings with parents when deemed appropriate.

### **14. Information on where the local authority's local offer is published.**

The local authority's local offer is published on the following website address <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the FGB on 23<sup>rd</sup> May 2023

Next review: May 2024