

**FEDERATION OF  
BODSHAM CHURCH OF ENGLAND PRIMARY SCHOOL  
AND  
SALTWOOD CHURCH OF ENGLAND PRIMARY SCHOOL**

## **SEN & Disability Policy**

**SEN Co-ordinator: Mrs P Hann (Bodsham)  
Mrs H Keep (Saltwood)  
Link Governor: Mrs M Hards**

This policy is written in line with the requirements of:-

Children and Families Act 2014

Updated SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Policy; Equal Opportunities Policy; Single Equality Scheme or equality policy with Accessibility Plan; Autism Policy; Child Protection; Medical Needs Policy; Bereavement Policy; EAL Policy.

(This policy was developed with guidance from the SEN Governor, Mrs Morag Hards, the Headteacher, Mrs E Pettersen, teaching staff participation and has also involved feedback from parents from both schools. It will be reviewed annually).

### **Definition of SEN**

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

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

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

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

At Bodsham CEP School and Saltwood CEP School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech, language and communication needs, autism, Asperger's syndrome, ADD/ADHD, learning difficulties, behaviour, emotional and social difficulties and physical/ sensory needs. There are other kinds of special educational needs 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 has also met the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Autism, Dyslexia, Dyscalculia, and complex needs. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will be made in accordance with the admission arrangements 2017/18.

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

At Bodsham CEP School / Saltwood CEP School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of formative and summative assessments with all the pupils, which indicate if they are at an emerging level, working at an expected level or if they are exceeding the expected level.

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 catch up. Examples of extra support are; through and clearly planned interventions in small groups that target specific areas of learning to support progress (see whole school provision map for examples) .

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 Bodsham CEP School/ Saltwood CEP School we are experienced in using the following assessment tool:-the GLS Dyslexia, Speech and Language Link, Leuven Assessment, Boxall Profile, Progress in reading Assessment (PiRA) and The Bابتie and Emerson Maths Assessment. We have access to external advisors such as the Specialist Teaching and Learning Service( STLS), Speech And Language Therapists (SALT), Occupational Therapists(OT), Child Health and Youth Service ( CHYPS) and Educational Psychologists, who are able to use their own

assessment tools. We can also access family support through the Kent Family Support Framework.

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. A personalised plan or class provision map will be used 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 this is the case the child will be added to the SEN register under SEN support.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

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

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

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

Each review of the personalised plan will be informed by the views of the pupil, parents and teaching staff 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 a statement of special educational needs / 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.

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. We use a range of formative and summative assessments with all the pupils, which indicate if they are at an emerging level, working at an expected level or if they are exceeding the expected level.

If these assessments do not show adequate progress is being made the Personalised Plan will be reviewed and adjusted.

3bi. The school's access arrangements for examinations and tests.

The equality act 2010 places a duty upon schools to not discriminate against pupils with a disability in their access to education. Special arrangements are not offered to enable children to get the highest score they possible can; they are provided only where the severity of the child's difficulties means that cannot reasonably expected to attempt the tests in standard format or under prescribed conditions. Where the school wishes to request reasonable adjustments for the PESE process this can be done by completing the 'Appendix B' Proforma. The school needs to confirm the nature of the child's disability, their SEN status, the support the child currently receives in school to enable access to the curriculum and suggest reasonable adjustments that need to be made. Types of reasonable adjustment include but not exhaustive of; adaption of test materials, use of coloured overlays and lenses, use of amanuensis/scribe, use of reader/prompter, extra time, alternative methods for recording such as a word processor and supervised rest breaks.

*3c. The school's approach to teaching pupils with special educational needs*

High 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 (2014, 6.37)*

In Bodsham CEP School/ Saltwood CEP School the quality of teaching is judged to be outstanding.

*3d. How the school adapts the curriculum and learning environment for pupils with special educational needs*

At Bodsham CEP School / Saltwood CEP School we follow the advice in the Mainstream Core Standards and quality first teaching 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 statements of special educational needs / Education, Health and Care Plans.

Our accessibility plan helps to maintain the appropriateness of our curriculum and learning environment for all students. See accessibility plan 2016 for further detailed information

Staff have received supported training opportunities to develop; transition to the new curriculum; the new SEN Code of Practice; SEN Governor guidance in school development of SEN.

*3e. 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 Bodsham CEP School / Saltwood CEP School are available to pupils with special educational needs either with or without a statement of special educational needs/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

3f. Support that is available for improving the emotional and social development of pupils with special educational needs

At Bodsham CEP School / Saltwood CEP School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through for instance: - direct teaching -assemblies, PHSE, group work- circle time, being a friend, conflict resolution as well as indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also, for example, provide the following :- one to one support- carefully planned interventions or emotional well- being support with a SEMH trained Teaching Assistant ,external referral to Child Health Young Persons Service –‘CHYPS’ or a 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.

4. The name and contact details of the SEN Co-ordinator

The SENCo at Bodsham CEP School is **Mrs Pauline Hann**, who is a qualified teacher who has recently gained the National Award for SEN Co-ordination.

The SENCo at Saltwood CEP School is **Mrs Hannah Keep** who is a qualified teacher and holds the National Award for SEN Co-ordination.

Mrs Hann / Mrs Keep work part-time and so can be contacted through the school office.

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

Teachers and teaching assistants all have access to training via the Beacon on several areas of special educational needs; these include autism, dyslexia, SALT, SEMH to name but a few.

In addition teaching staff at Bodsham CEP School / Saltwood CEP School have received the following training to support specific needs as well as work alongside and on programmes given by outside agencies:-Precision Teaching, Fizzy Training and Clever Hands, Counselling skills, Bereavement Training, Dyscalculia, Supporting the language impaired, Supporting children with speech sound difficulties, Including/ Supporting children with ASD in mainstream, Behaviour management training, visual supports training, Using manipulatives in maths.

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 through a Local Inclusion Forum Team meeting which includes:- An Educational Psychologist, Speech and language therapist (SALT) the specialist teaching and learning service (STLS) and through other SENCOs in our group of schools. We can at times access training with – Occupational Therapy and Physiotherapy. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of SEN pupils at Bodsham CEP School/ Saltwood CEP School are invited to discuss the progress of their children in Term 2/4/6 with the Class Teacher and receive a written class 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 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 at the parent consultation meetings.

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 all planning and reviews of this provision. Parents will be supported to contribute to their child's learning

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

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil 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.

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 Bodsham CEP School/ Saltwood CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance. After which further consultations can be arranged with the SENCO, Deputy Head 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 a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How the governing 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 has 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 / 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, etc.
- Membership of professional networks for SENCO, SENCO forum, NASEN etc.

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, Formally Kent Parent Partnership Service (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. They can be contacted on

**Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

**Fax:** 01622 671198

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Bodsham CEP School/ Saltwood CEP School we work closely with educational settings used by pupils who are transferring to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by liaising with the SENCo at the next setting and providing relevant information.

13. Information on where the local authority's local offer is published

The local authority's local offer is published on (<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>) and parents without

internet access should make an appointment with the SENCO for support to gain the information they require.

14. Steps taken to prevent pupils with SEN from being treated less favourably than other pupils – please see Equality Objectives below.

The table below outlines how we demonstrate ‘due regard’ to the general duty of the Equality Act 2010:

<b>Eliminate unlawful discrimination, harassment and victimisation</b>	<b>Advance equality of opportunity</b>	<b>Foster good relations</b>
<p>Policies: SEN, Equality, bullying, Behaviour</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accessibility Plan</li> <li><input type="checkbox"/> Continuing Professional Development and Professional Development focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding</li> <li><input type="checkbox"/> A Prejudice Related discrimination/incident log is kept in school and monitored by Senior Management Team</li> <li><input type="checkbox"/> Restorative Justice forms the bedrock of all post-incident action points</li> <li><input type="checkbox"/> Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notice in person or internal post</li> <li><input type="checkbox"/> Senior Management Team meetings take focusing on day-to-day management and strategic development with a focus on these areas where required</li> </ul>	<p>In-depth analysis of attainment data at each progress checkpoint takes place at a senior level in addition to middle leaders and teachers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis is shared at Senior Management level</li> <li><input type="checkbox"/> Exam dispensation is organised</li> <li><input type="checkbox"/> Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays, reading rulers, full copying and enlarging.</li> <li><input type="checkbox"/> PHSE schemes of work and assembly content are regularly adapted to reflect current and topical issues</li> <li><input type="checkbox"/> Lessons are regularly observed by subject and SLT to ensure accessibility and progress against Ofsted standards</li> <li><input type="checkbox"/> Differentiation for access is a key driver of the school improvement plan</li> <li><input type="checkbox"/> Whole class provision maps are kept and updated regularly to ensure all</li> </ul>	<p>Transition programme throughout each year for KS1 and KS2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities for work with the local community; enrichment includes opportunities to engage in community projects</li> <li><input type="checkbox"/> Saltwood's Christian ethos fosters attention on respect and team work as core values</li> <li><input type="checkbox"/> PSHE schemes of work, assemblies focus on teamwork /friendships and promoting tolerance and respect</li> <li><input type="checkbox"/> Philosophy and Ethics and RS schemes of work explore cultures and religions to teach understanding and tolerance</li> <li><input type="checkbox"/> Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary</li> </ul>

<p><input type="checkbox"/> Regular liaison with governors which informs and updates on current all areas of the School Improvement Plan</p>	<p>staff are aware of relevant barriers to learning some pupils face and support pupils in reflecting upon any barriers to learning</p> <p><input type="checkbox"/> Where necessary the SENCO will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Specialist teachers, School Nurse, CHYPS, Early Help and VSK in conjunction with the Designated Person for safeguarding</p>	
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October 2016

Agreed by Governing Body:

Review date: October 2017

