



BRIDGE AND PATRIBOURNE CHURCH OF ENGLAND SCHOOL **SPECIAL NEEDS AND DISABILITY POLICY**

Persons Responsible : Renuka Chinnadurai
Carla Long

Date Reviewed: February 2017
Date of Next Review: February 2018

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 the following school policies:

Behaviour Policy, Accessibility Plan, Safeguarding Policy and How SEN works at Bridge School.

This policy was developed with representatives from the Local Authority, governing body, other SENCOs and parents of children attending Bridge and Patricbourne CEP School. 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, p4).*

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

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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. What kinds of special educational needs have additional provision made at our school?

At Bridge and Patricbourne Church of England (CEP) School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, tourettes, speech and language needs, autism, asperger's syndrome, ADHD, social, emotional and mental health difficulties, learning difficulties and physical difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets 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, Complex Physical and Medical needs, Severe Language Disorder and global developmental delay. 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.

2. How do we identify and assess pupils with SEN?

At our school we monitor the progress of all pupils 6 times a year to review their academic progress - 3 times per year at Pupil Progress meetings with the DHT and Inclusion Manager, and 3 times per year at Pupil Progress Review meetings with the Headteacher . We also use a range of assessments with all the pupils at various points:

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

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:

- Soundwrite, Alpha to Omega, Word Shark - spelling programmes
- Additional maths skills teaching
- Phonics support
- Dandelion Reading Books
- Trugs – reading games
- Fizzy, Beam and Clever hands – programmes to develop gross and fine motor skills;
- Speech and Language programmes
- Social Skills/Speaking and listening groups
- Nurture Programme

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 of assessment tools to determine the cause of the learning difficulty. At Bridge & Patricbourne CEP School we are experienced in using the following assessment tools:

- Wide Range Intelligence Test (WRIT)
- Dyslexia Portfolio Screener
- Dyscalculia Screener
- Wide Range Achievement Test (WRAT)
- Irlens Screen
- Hodder Comprehension
- Leuven Scales
- Salford Reading Test

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. Where we feel the need is appropriate we will have access to external advisors.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

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

3a. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

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

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 in the SENCO's report to Governors at the end of the academic year (July).

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

Every pupil in the school has their progress tracked. We use age standard scores as well as teacher assessment against the expectations in the primary curriculum. In addition to this, pupils with special educational needs may have additional assessments in line with their needs. If these assessments do not show that adequate progress is being made, the provision map will be reviewed and adjusted.

3c. How does the school teach pupils with special educational needs?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 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 our school the quality of teaching is judged to be good and outstanding.

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

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

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one and group tutoring, peer tutoring, alternative methods of presentation, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

3d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At our school we follow the advice in 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 statements of special educational needs / Education, Health and Care Plans.

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

3e. What additional support for learning 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

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the interventions we can offer is on the school's website. 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.

3f. How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to pupils at 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.

3g. What support is available for improving the emotional and social development of pupils with special educational needs?

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. Social Skills/ Speaking and listening groups and Circle Time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide additional support such as mentor time with member of senior leadership team or trained teaching assistant, drawing and talking therapy with Mrs Long or external referral to CAMHS or Early Help Intervention Team.

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/Inclusion Manager at our school is Mrs Carla Long, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She also holds the following qualifications:

Advanced Skills Teacher
MA in Enabling Learning
Certified Irlens Screener;
Lead teacher for Inclusion.

Previous and ongoing training includes Dyslexia, Autistic Spectrum Disorders, ADHD, Working Memory, Speech and Language and Drawing and Talking Therapy.

Mrs Carla Long is available on 01227 830276 or carla.long@bridge.kent.sch.uk. She works part-time, 3.5 days per week, and is available on Tuesdays, Thursdays and Fridays, as well as alternate Wednesdays..

5. What are the expertise and training of staff in relation to children with special educational needs and how will specialist expertise be secured?

All teachers and teaching assistants have had the following awareness training:

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Safeguarding, Dyslexia, ASD, ADHD, Alternative Methods of Presentation, Mainstream Minimum Standards, Meeting the Needs of EAL pupils, Memory and Speech and Language, and Lego Therapy.

Training needs are regularly updated in line with the needs of the children, staff and school priorities. The Inclusion Manager monitors and evaluates training in the light of specific need. In addition the school also has a number of highly skilled members of staff who have received enhanced and specialist training.

Where a training need is identified we will find a provider who is able to deliver it. Training providers we can approach are, St Nicholas Special School, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapist, dyslexia specialists, Specialist Teachers and independent training professionals. The cost of training is also funded from the main budget and, where possible, is funded from the notional SEN funding.

6. How is equipment to support children with special educational needs obtained?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or, where possible, seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7. How does the school consult parents of children with special educational needs about, and involve them in, their education?

All parents of pupils at our school are invited to discuss the progress of their children on three occasions a year and receive a written report once per 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 three times per year. Children with more complex needs or an EHCP will have a personalised plan.

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 actively supported to contribute to assessment, planning and review.

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

8. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

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

9. What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The normal arrangements for the treatment of complaints at our school are used for complaints about provision made for special educational needs. Please see our Complaints Procedure, which can be found at www.bridge.kent.sch.uk. 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 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 does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service;
- Link to Disabled Children's Service for support to families for some pupils with high needs;
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice;
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team;
- Membership of professional networks for SENCO eg. NASEN.

The link SEN governor is Mrs Catherine Hellman.

11. What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

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

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

12. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?

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

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

We also contribute information to a pupils' onward destination by providing:

- Yearly meeting for the transition of SEN information between primary and secondary SENCOs;
- Transition days for children with local secondary schools;
- Visits from secondary school teachers to speak to transferring children.

13. Where the local authority's local offer published?

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

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