



Northbourne Church of England Primary School

SEND Policy STATUTORY POLICY

School Mission Statement Northbourne CEP School

VISION STATEMENT:

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of "life in all its fullness" (John: 10 v10)

Review annually	
Reviewed: September 2024	Next review: September 2025

Northbourne Church of England Primary School

SEND POLICY

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

As a Church of England, this policy should be read within the context of the Christian values and teachings of our school.

In addition, our Behaviour Policy, Equality Policy Statement, Safeguarding Policy, Attendance Policy, Assessment Policy and Teaching and Learning Policy should also be read in conjunction with this policy.

This policy will be reviewed annually in collaboration with parents/ carers, school staff and Governors.

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) as 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 (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

School Provision

At Northbourne CEP School, we can make provision for every kind of frequently occurring special educational need without the need for an Education, Health and Care Plan (EHCP), for instance Dyslexia, Dyspraxia, Speech and Language needs (SLCN), Autism, Learning Difficulties and Social, Emotional and Mental Health difficulties (SEMH). 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. Currently we have two children with an Education, Health and Care Plan. We have previously had Education, Health and Care Plans for children with Autism, Global Developmental Delay and Specific Language Impairment. 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.

Identification and assessment of pupils with SEN

At Northbourne CEP School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including Year 1 Phonics Screening, Statutory Assessments at the end of KS1 and KS2, Year 4 Multiplication Check, Puma, Pira and GAPS assessments, Speech link, Language link, teacher assessments and well-being through Leuven Scales.

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. This could involve targeted quality first teaching, maths boosters (times tables, number bonds etc.), literacy boosters (story mapping, sentence structure, spelling etc.), specific Phonic and handwriting programmes, extra adult support, ICT equipment or programs, pastoral care and fine and gross motor skills interventions.

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 Northbourne CEP School, we are experienced in using the following assessment tools list of individual assessment tools; Speech and Language Link, RAVENS (non-verbal reasoning), Boxall Profile (SEMH), Visual and Auditory checklists, Sensory Profiles and Phonics Assessments. We have access to external advisors from Specialist Teaching and Learning Service and Speech and Language who are able to provide detailed assessments in their specialist area.

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 an Individual 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 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.

Provision Tracking and Evaluation

Each review of the SEN support plan 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.

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

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

Monitoring progress

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Northbourne CEP School are listed in Section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

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

Targeted Provision

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 (2015, 6.37)

In Northbourne CEP School, the quality of teaching is judged to be good.

We follow the Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>) 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. small group support , precision teaching, use of ICT software learning packages.

Accessibility

At Northbourne CEP 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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors will promptly action any adaptations to the environment as necessary.

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 our 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. Through an application for Higher Needs Funding (HNF).

Inclusion

All clubs, trips and activities offered to pupils at Northbourne CEP 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

Social and Emotional Aspects of Learning

At Northbourne 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 direct teaching for instance JIGSAW, Nurture Groups, Lunchtime Clubs and indirectly with every conversation adults have with pupils throughout the day.

For some pupil, with the most need for help in this area we also can provide the following: mentor time with a trusted adult, Time to Talk, Circle of Friends, visual cards including time out cards, learning breaks, safe spaces and Boxall Profile strategies. Referrals can also be made to the School Nurses or Children and Young Person's Mental Health Service (CYPMHS) for additional advice and support.

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 Northbourne is Mrs Morrison who is a qualified teacher (2003) and has been a SENCo since 2017. Mrs Morrison has successfully completed the National Award for SEN Co-ordination and has a

Batchelor Honours degree with Qualified Teacher Status. Mrs Morrison has previously worked for the Specialist Teaching and Learning Service and worked as a Family Liaison Office. She has also had training in ASC, Dyslexia, Child Protection, Speech and Language and is the school's Senior Mental Health Lead.

Mrs Morrison can be contacted via the school office on a Tuesday, Wednesday or Thursday.

CPD

All teachers and teaching assistants have had the following awareness training in some or all of the following: Behaviour Policy Update, Behaviour Management Strategies for High End Need Children, Safeguarding, Prevent Training, ASC, Russian Scaffolding, Using Visual Support, Mainstream Core Standards, Makaton Awareness, Children's Mental Health and Nurture UK.

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 (STLS), The Whitfield and Aspen School, Educational Psychologist, Speech and Language Therapist (SALT), Occupational Therapists and Physiotherapist.

Acquisition of Resources

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.

Parent Consultations

All parents of pupils at Northbourne CEP School are invited to discuss the progress of their children on two occasions a year and receive a written report two times 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 Class Provision Map.

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. Children who have been identified as having a special educational needs will have an Individual SEN Plan, which will be shared with parents a minimum of three times per year. 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.

Pupil Involvement

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.

Complaints

Northbourne CEP School follows the DEALT Complaints Policy, which can be found on our Website. We encourage parents to discuss their concerns with the 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 and Health care Plan 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.

The Governing Body

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 / 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 eg SENCO forum, Countywide SENCo Forum

Parent Support

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail:-iask@kent.gov.uk

<https://www.iask.org.uk/>

SEND Information Hub, including The Local Offer provides information and support services available to families in their local area.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Contact for Families with Disabled Children provide support and advice for families of children with a disability.

Free phone: 0808 808 3555 (Monday-Friday 9.30-5pm)

<https://contact.org.uk/>

Transition Arrangements

At Northbourne CEP 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. We meet with staff from Early Years settings and parents/ carers to ensure our provision is appropriate. A series of Stay and Play sessions are timetabled for new Early Years children to enable them to feel secure with the building and staff. Social scripts and transition booklets are used for pupils who may find transition difficult. We also contribute information to a pupils' onward destination by providing information to the next setting. This is through initial meetings with the SENCo and class teachers, and where records are passed on confidentially. The SENCo works closely with the secondary SENCos' to arrange additional sessions for children identified as needing additional transition.

Local Offer

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.