



SEN & Disability Policy/SEN Information Report

September 2021

'Learning to Live, Living to Learn'

All policies are governed by our Christian School Vision and Values, which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrates this accordingly
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.
- In addition, we have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

Our Bible Narratives:

The Bible narratives referencing God/Jesus as: 'The Good Shepherd,' come from both the New and Old Testament.



Introduction

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 the following school policies:

Behaviour and Rewards, Safeguarding, Home learning, Teaching and Learning, Well-being and Pastoral care, Complaints, Code of conduct, Disability equality and Accessibility.

This policy was developed with the Senior Leadership Team, school staff and governors with SEN responsibility and will be reviewed annually.

Accessibility Plan

Please refer to our separate plan for this.

Definition of SEN

A child or young person has SEN/D 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 (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)*

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

At Hartlip Endowed CE Primary 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 and language needs, ASD, Asperger's syndrome, physical disabilities, attachment disorder, trauma, FASD, ADHD, ODD, learning difficulties and behaviour 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 an Education, Health and Care plan with the following kinds of special educational needs: Down's Syndrome, ASD, ODD and FASD. 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.

Identification and assessment of pupils with SEN

At Hartlip Endowed CE Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points, including: Y1 phonics screening, Lucid screening, speech link, language link, reading age, CATS testing, KS1 and KS2 SATS and ongoing teacher assessments through Target Tracker.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to make progress or narrow the gap between them and their peers. Examples of extra support are: Boosters for spellings, grammar, times tables, one to one reading, additional literacy work, additional maths and phonics and specific interventions for fine and gross motor skills, sensory circuits, pastoral care and speech and language.

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 Hartlip Endowed CE Primary School we are experienced in using the following assessment tools: LUCID, PHAB2, YARC, Dyscalculia assessments, dyslexia assessments, the Leuven scale, Speechlink, Language link and Language for Thinking. We have access to external advisors who are able to guide and support us further.

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 personalised provision 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, the SENCo will discuss this with the parents.

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 for pupils with special educational needs whether or not they have EHC Plans, including how we evaluate the effectiveness of such provision

Each review of the SEN support plan will be informed by the views of the pupil, parents and class 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 or without 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.

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. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. 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.

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. We 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 Hartlip Endowed CE Primary School the quality of teaching is judged to be Good in our last Ofsted inspection.

We follow 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 (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages.

How we adapt the curriculum and learning environment for pupils with special educational needs

At Hartlip Endowed CE Primary 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 an accessibility plan is in place.

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. 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. For children in Kent, 'Higher Needs Funding' can be applied for if sufficient evidence is provided. For children in Medway, 'Element 3 top up funding' can be applied for. In both cases, risk assessments, costed provision plans, SEN provision plans and other reports must all be provided as evidence.

How we 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 Hartlip Endowed CE Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan.

All teaching is inclusive and meets the needs of all learners within the classroom.

We teach pupils about discrimination and equality through PSHE and Collective Worship.

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

At Hartlip Endowed CE Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, circle times 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 can provide the following: Emotional literacy support, Lego therapy, drawing and talking therapy, lunchtime nurture group and access to a 'safe space' in our Rainbow Room, as well as one to one time with our Pastoral Care leader.

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 Hartlip Endowed CE Primary School is Ellen Ranson-McCabe (Deputy Headteacher) who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination in May 2018 and also holds a BA (hons) in Primary Education with Qualified Teacher Status. Tracey Jerome (Headteacher) also is a SENCO and has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination.

Ellen Ranson-McCabe is available on 01795842473 or emccabe@hartlip.kent.sch.uk. As the SENCO has a teaching commitment and Deputy Headteacher responsibility, the best time to contact her is on Mondays or Tuesdays.

The Governors who hold responsibility for SEN are: Liz Hadley, who is co-chair of governors.

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

All teachers and teaching assistants employed before 2019 have had the following awareness training: ASD, Attachment, Restorative practice and basic Makaton. 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, Midas at Meadowfields School, Dane Court School, Educational Psychologist, Speech and language therapist,



occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

In September 2021, all staff received training in assessing needs and running effective interventions (from the SENCo) and High-Quality Inclusive teaching from NASEN. Over 2020-2021 when outside provider training was not available (covid) Staff engaged in numerous NASEN webinars and online learning on a variety of special needs.

Equipment and facilities to support children and young people with special educational needs

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.

Arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Hartlip Endowed CE Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report six times per year, with a more detailed report at the end of the school 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 which will be shared with parents at parent meetings, two times per year.

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 (between 3 and 6 times a year).

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.

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.

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 Hartlip Endowed CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher initially and then the SENCO, Deputy Headteacher or Headteacher if necessary 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.

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 / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN etc.

The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

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

www.kent.gov.uk/iask

Arrangements for supporting pupils with special educational needs in transferring between phases of education

At Hartlip Endowed CE Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting.

The local authority's local offer

The local authority's local offer is published on <https://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.

Access facilities for pupils with SEN

See 'Accessibility Plan Policy'

Admission arrangements for pupils with SEN or disabilities

See 'Admissions Policy'



The Context of Pupil's with SEN/D at Hartlip (September 2021)

| | |
|---|------------|
| No. of pupils on roll | 98 |
| % of pupils on roll identified as a pupil with SEN/D | 24% |
| % of pupils on roll with an EHCP | 5% |
| % of pupils with SEN/D with an EHCP | 20% |

| | % of pupils with SEN in cohort | % of pupils with Higher Needs/Element 6 funding allocated | % of pupils with EHC Plans |
|---------------|---------------------------------------|--|-----------------------------------|
| Year R | | | |
| Year 1 | 29% | 29% | 7% |
| Year 2 | 20% | 0% | 0% |
| Year 3 | 21% | 0% | 0% |
| Year 4 | 36% | 21% | 14% |
| Year 5 | 38% | 19% | 13% |
| Year 6 | 27% | 9% | 0% |

Pupils with SEN/D by need (September 2021)

Please note, some pupils fall into more than one category but primary need will be used.

| | % of SEN pupils |
|--|------------------------|
| Communication and Interaction | 38% |
| Social, Emotional and Mental health | 29.2% |
| Cognition and Learning | 29.2% |
| Sensory and/or Physical | 4.2% |

Pupils with SEN/D Attainment - % of pupils working at an age-expected level (Academic Year 2020 - 2021)

Based on the last academic year's cohort of Pupils with SEN/D at the end of the school year

| 27 pupils | Below | On Track or higher | Higher |
|--------------------|---|--|--------------------------------|
| Reading | 21 (77.8%) | 6 (22.2%) | 1 (3.7%) |
| Writing | 25 (92.6%) | 2 (7.4%) | 0 (0%) |
| Mathematics | 22 (81.5%) | 5 (18.5%) | 1 (3.7%) |
| Combined | Below in one or more 25 (92.6%) | On Track or higher in all 2 (7.4%) | Higher in all 0 (0%) |

Key: Number of Pupils (Percentage)

On Track - All pupils at ARE, including those at risk of working below

Higher - Pupils working above, or significantly above, ARE

Pupils with SEN/D Progress - % of pupils who made expected progress (Academic Year 2020 - 2021)

Based on the last academic year's cohort of Pupils with SEN/D at the end of the school year. Four steps was considered expected progress.



| All Pupils (27 pupils) | Reading | Writing | Mathematics | Average |
|-------------------------------|------------|------------|-------------|--------------|
| Progressed by 6 steps or more | 10 (37.0%) | 1 (3.7%) | 5 (18.5%) | 5.3 (19.8%) |
| Progressed by 5 steps or more | 16 (59.3%) | 11 (40.7%) | 10 (37.0%) | 12.3 (45.7%) |
| Progressed by 4 steps or more | 20 (74.1%) | 20 (74.1%) | 18 (66.7%) | 19.3 (71.6%) |
| Progressed by 3 steps or more | 23 (85.2%) | 23 (85.2%) | 23 (85.2%) | 23.0 (85.2%) |
| Progressed by 2 steps or more | 23 (85.2%) | 23 (85.2%) | 24 (88.9%) | 23.3 (86.4%) |
| Progressed by 1 step or more | 24 (88.9%) | 24 (88.9%) | 24 (88.9%) | 24.0 (88.9%) |
| No steps progress | 0 (0%) | 0 (0%) | 0 (0%) | 0.0 (0%) |
| Regressed | 0 (0%) | 0 (0%) | 0 (0%) | 0.0 (0%) |
| Missing Data | 3 (11.1%) | 3 (11.1%) | 3 (11.1%) | 3.0 (11.1%) |

Approved by the GB on

23rd September 2021