



Joydens Wood Infant School

Special Educational Needs and Disability Policy/SEN Information Report Issued on 01/02/18

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, Equalities Policy, Safeguarding Policy, Complaints Policy

This policy was developed with staff and governors and will be reviewed annually.

Definition of Special Educational Needs (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 them.

A child of compulsory school age or a young person has a learning difficulty if he or she:
has a significantly greater difficulty in learning than the majority of others of the same age
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)*

Rationale

Children learn best when they are happy and confident have high aspirations, are praised and supported, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations.

Joydens Wood Infant School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having additional educational needs, have a disability, hear or speak another language at home, have a particular talent or are more able in a specific area, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and for them to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Joydens Wood Infant School is committed to inclusion. Part of our school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer the same opportunities to all learners. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

This policy describes the way we meet the needs of children who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school and at home.

At Joydens Wood Infant School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential, whilst removing these barriers to learning.

Section 1 - Special educational need for which provision is made at the school

At Joydens Wood Infant School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance; speech and language needs, autism, Asperger's syndrome, 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 a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: autism, Asperger's syndrome, speech, language and communication needs and medical 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 an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Section 2 - Policy for identification and assessment of pupils with SEN

At Joydens Wood Infant 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 eg Speechlink and Languagelink; Year 1 phonics screening, as well as on-going teacher assessment throughout the year.

High quality teaching is paramount for all children. However where progress is not sufficient, despite high quality teaching in place and even if a special educational need has not been identified, we put in place targeted interventions to enable the pupil to narrow the gap. Examples of additional support include the Better Reading Partnership intervention, same day interventions in specific subjects, reading, phonics and writing interventions.

For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty.

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we have access to external advisors and Specialist Teachers through Local Inclusion Forum (LIFT) meetings. We are also experienced in using the following assessment tools: Speechlink, Language Link and PM Benchmarking Toolkit. We also have access to external advisors who are able to use additional assessment tools including a dyslexia screening tool (for children aged 7 years and 6 months or older).

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 or 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.

Section 3 - Making provision for pupils with special educational needs whether or not they have EHC Plans to ensure they are not treated less favourably than others

How the school evaluates the effectiveness of its provision for pupils

Each review of the SEN support plan as detailed in the class provision map 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 (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 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.

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 depending on their need. If these assessments do not show good progress is being made then appropriate interventions will be put in place using our self-review of progress flowchart tool.

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

Approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

Adapting the curriculum and learning environment for pupils with special educational needs

At Joydens Wood Infant School we follow the advice in the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/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.

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 support, small group teaching and the use of additional resources. These are delivered by teaching assistants or the class teacher.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review a range of classroom equipment is provided.

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 at least 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 offered is on detailed on class provision maps. 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 High Needs Funding. From April 2018 there will new arrangements in place for High Needs Funding.

Enabling 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 Joydens Wood Infant School are available to pupils with SEND either with or without an EHCP. 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.

Improving the emotional and social development of pupils with special educational needs

At Joydens Wood Infant 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 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 the following access to Therapeutic Play, Social Skills support, Lego therapy and a time-out space for pupils to use when needed.

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.

Section 4 - Contact details of the SEN Co-ordinator

The SENCO at Joydens Wood Infant School is Mrs Paula Chapman, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She has also completed training for Designated Safeguarding Lead and Language for Learning training. She attends SENCO forum and Additional Educational Needs (AEN) meetings in the Dartford district.

Mrs Chapman is available on 01322 523188 or senco@joydens-wood-infant.kent.sch.uk or a meeting can be arranged via the school office.

The SEN Governor is:
Mrs Ann Gray

Mrs Gray can be contacted via the school office.

Section 5 - 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 have received basic awareness of speech and language difficulties that children may present and safeguarding/child protection training, a number of staff are also trained in dyslexia and ASD awareness.

In addition some staff members have received the following enhanced and specialist training.

Language for learning
Power of 2 Numeracy
Better Reading Partnership
Speech and Language
ASD support
Therapeutic play
Lego therapy

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 Services (STLS); school nurse; Educational Psychologist, Speech and language therapist. The cost of training is covered by the notional SEN funding.

Section 6 - How equipment and facilities to support children and young people with special educational needs will be secured

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

Section 7 - Arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Joydens Wood Infant School are invited to discuss the progress of their children on three occasions a year and receive a written 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.

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 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.

Section 8 - 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, where relevant and 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.

Section 9 - 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 Joydens Wood Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher initially or the SENCO/Deputy Headteacher 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 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.

Section 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 school and governing body have engaged with the following bodies

- 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
- Attendance for the SENCO at SENCO forums
- A Service Level Agreement with Educational Psychology for 5 days a year.

Section 11 - Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32

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

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service/contact-Information-Advice-and-Support-Kent>

Section 12 - Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Joydens Wood Infant School we work closely with the pre-school educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is as seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting. Most children transfer to Joydens Wood Junior School and we have a transition programme of events for all children as well as bespoke transition arrangements for individual children who may need additional support with moving on to their next setting.

Section 13 - Out of School Learning Through Educational Trips and Visits

When an educational visit is planned, the location and access for children with additional needs is carefully considered. A general Risk Assessment is initially carried out by a number of members of staff. The class teacher/SENCO will then carry out a further Risk Assessment for individual pupils with additional needs to check the locations viability for these children. On some occasions, where necessary, parents are also invited to attend visits to accompany their children along with the Teaching Assistant.

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>

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

Monitoring & review, policy into practice

This Policy will be reviewed annually.

Date reviewed	Next Review
February 2018	February 2019

Written by Paula Chapman February 2018