



# Special Educational Needs and Disability Policy/SEN Information Report

## **Key contact personnel in School**

SEN Co-Ordinator (SENCO): Emma Barnett

Named SEND Governor: Anne Gray



## Joydens Wood Infant School

### Special Educational Needs and Disability Policy/SEN Information Report Issued on 05/12/18

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 Policy, Equalities Policy, Safeguarding Policy, Complaints Policy***

This policy was developed with SLT, staff and governors and on reflection of meetings and feedback from parents/carers and 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 (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)

## **Rationale**

*Children learn best when they feel happy and safe. In our school we stimulate awe and wonder through a captivating curriculum that develops effort based learning and promotes the development of creative thinking. We support and work together to make our school a purposeful place that enables every child to thrive and succeed, to develop their independence and embrace challenge. We celebrate differences and see the uniqueness in all.*

*Joydens Wood Infant School is committed to providing a high quality education to all the children who attend our school. We believe that all children have a common entitlement to access a broad and balanced academic and social curriculum 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 and to ensure that Special Educational Needs provision is transparent, robust and drives pupil's wellbeing, attainment and progress. We aim to promote 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.*

*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. 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.*

## **1 - The kinds of 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 a statement of special educational needs/ Education, Health and Care Plan, for instance dyslexia, dyspraxia, 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: speech and language difficulties, communication and interaction difficulties (autism), ADHD, moderate learning difficulties which include global delay and behavioural difficulties. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan (EHCP) are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2 Information about the 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 e.g. Speech Link and Language Link, Year 1 phonics screening, PPM Benchmarking (Reading) as well as on-going teacher assessment throughout the year.

All staff will reflect upon the Mainstream Core Standards (for KS1) and Best Practice Guidance (for EYFS) which are a suite of documents to inform and steer SEN practice. High quality teaching is paramount for all children. However, where progress is not sufficient, despite high quality teaching being 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. The Mainstream Core Standards and the Best Practice Guidance reflect on the four broad areas of need; communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. The documents are intended to ensure the most appropriate interventions for an individual so they can make progress both in their well-being and attainment at school and to evidence school's best endeavours.

Examples of additional support includes the Better Reading Partnership (BRP) intervention, Daily Readers, Maths Mastery Interventions, 5 Minute Box (Phonics), Speech and Language Interventions, as well as same day interventions in reading, writing and maths. We are also experienced in using the following assessment tools: Speech Link, Language Link and PM Benchmarking Toolkit. We will use these to support investigations to determine the possible cause of any learning difficulty, alongside one or more of the following observational checklists: Neurodiversity Checklist, ICAN Chart, Sensory Checklist, Communication and Interaction Scales and Emotional and Behavioural Development Scales, as well as a general Classroom Behaviours Checklist. These can all help to identify what the barriers to learning may be but will not provide a diagnosis of any kind but can support any future referrals to specific professionals.

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 the Local Inclusion Forum Team (LIFT) meetings. We also have access to external advisors who are able to use additional assessment tools including a dyslexia screening tool.

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(s) are aware of the support to be provided and the teaching approaches to be used. We will ensure that all staff has access to the Whole School Provision Map along with any child's Personalised or Provision Plan with whom they are working. We will ensure that all staff has the opportunity to access the SEN Clinic which will consist of a 1:1 meeting with the SENCO. This is a weekly opportunity to raise any concerns, discuss any children's needs and provision or seek support, training or advice on how to best support a child that they are working with. Targets will be set depending on the nature of the conversation and it is the responsibility of the staff member who raised the concerns to follow up the action and feedback to the other members of staff in their Class/Year group, where appropriate, and to the SENCO, in a timely manner. If appropriate an observation of the pupil(s) by the SENCO will be arranged, followed by a joint meeting with the parents, Class Teacher and SENCO. This meeting will enable the school to communicate the findings and outcomes to the parents. A follow up observation will be organised by the Class Teacher with the SENCO, via the SEN Clinic (within 2-3 weeks of the initial observation) to monitor the progress and impact of any strategies which have been implemented. This contributes to the "plan, do, review" cycle that all staff will follow in regards to monitoring the attainment and progress of SEN children.

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

#### **3(a) How the school evaluates the effectiveness of its provision for pupils**

Each review of the SEN support plan as detailed in the Whole School 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 (EHCP) 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.

#### **3(b) 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 or observations depending on their need. The assessments we use at Joydens Wood Infant School are referred to 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 and/or observations do not show good progress is being made then appropriate interventions will be put in place by reflecting upon the Mainstream Core Standards or Best Practice Guidance, followed by a meeting/discussion with SLT, teachers and parents/carers.

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

### 3(c) 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)*

### 3(d) 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 for KS1 and Better Practice Guidance for EYFS <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 (EHCP).

In meeting the Mainstream Core Standards/Best Practice Guidance the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, a sensory room and the use of additional resources such as now/next boards, visual timetables, visual cues (worn by all staff on lanyards), sensory resources and precision teaching. These are delivered by the Class Teacher, Cover Supervisor or Learning Support Assistants.

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

### 3(e) 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 detailed on the Whole School 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 High Needs Funding.

### 3(f) 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.

### 3(g) Available support for 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 for instance in PSHE lessons 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 also provide the child and their family access to the Family Engagement Leader (FEL). The child can also be provided with the following interventions, if appropriate: Therapeutic Play, Social and Emotional Skills support, Lego therapy, Nurture Group, Time to Chill, Sensory Circuits, BEAM, 1:1 time with a member of the Senior Leadership Team or a time-out space for pupils to use when upset or agitated. Further external support can be sought if deemed relevant via LIFT, Early Help and external referrals e.g. to CAHMS (Child and Adolescent Mental Health Services).

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 - Contact details of the SEN Co-ordinator**

The SENCO at Joydens Wood Infant School is Miss Emma Barnett, who is a qualified teacher and is undertaking the Postgraduate Certificate in SEN Co-ordination and has also attended Training for SENCOs in Kent, run by the District Co-ordinator Dartford Specialist Teaching and Learning Service, Kirby Woods. She is undertaking training for Designated Safeguarding Leads (19<sup>th</sup> March 2019, Avonmouth House, London) and Language for Learning (15<sup>th</sup> January 2019, Valence School). She attends the SENCO forums in the Dartford district and Joydens Wood Infant School host the LIFT meetings for our area which are chaired by Kirby Woods and are attended regularly by Emma (SENCO) and Carly Adams (Family Engagement Leader).

Miss Barnett is available on 01322 523188, [senco@joydens.org](mailto:senco@joydens.org) or a meeting can be arranged via the school office. She is also a class teacher so the best days to arrange meetings are currently Thursday or Friday.

The SEN Governor is:  
Mrs Ann Gray

Mrs Gray can be contacted via the school office.

### **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 SLT, Teachers, Cover Supervisors and Learning Support Assistants have received basic awareness training of speech and language difficulties that children may present, Epilepsy training and safeguarding/child protection training, a number of staff are also trained in ASD/ADHD awareness.

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

Sensory Circuits  
Language for Learning  
Maths Mastery Interventions  
Better Reading Partnership  
Speech and Language Link  
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); The School Nursing Service; Educational Psychologist, Speech and language therapist. The cost of training is covered by the notional SEN funding.

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

## **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. All such provision will be recorded, tracked and evaluated on the Whole School 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. 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 in-year reviews and an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.



## **8 - Arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified as having 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.

## **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, Family Engagement Leader 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.

## **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.
- A Service Level Agreement with Educational Psychology for 6 days per year.
- 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 pupils with requirement for direct therapy or advice.
- Membership of professional networks for SENCO e.g. Dartford SENCO forums.

## **11 - 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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://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>

## **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 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.

## **13 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 SENCO for support to gain the information they require.

Written by Emma Barnett December 2018  
Policy to be reviewed December 2019