



Tenterden Infant School
'Together, we learn, grow and flourish'



Tenterden Church of England Junior School
'With God as our companion, we learn, grow and flourish'

Tenterden Primary Federation

SEN & Disability 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

This policy should be read in conjunction with all other school policies.

This policy was developed in collaboration with parents, parents of children with special educational needs and our governing body 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)

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

At Tenterden Primary Federation we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP). This includes dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties, behaviour difficulties and social, emotional and mental health needs. 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 need. Autism Spectrum Disorder, physical disability and social emotional and mental health 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 Education, Health and Care Plan 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 Tenterden Primary Federation we monitor the progress of all pupils five times a year to review their academic progress. Progress is primarily monitored using Target Tracker and in some cases the BSquared, Small steps materials are used. We also use a range of assessments with all the pupils at various points e.g. Little Wandle assessment, Boxall Profile, Y1 phonics screening, speech link, language link, spelling age, reading age and Cognitive Attainment Tests.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional resources for use in class, additional adult support in class, small group/1-1 interventions. Much of this support takes place within the classroom and can be provided through Quality First Teaching and use of the Trust School Standards which have been designed in correlation with the Mainstream Core Standards.

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 Tenterden Primary Federation we are experienced in using the following assessment tools; Nelson Dyslexia tests, Composite Reading assessments and we also have access to external advisors (Specialist Teaching Service, Speech and Language Therapists, Educational Psychologists and Occupational Therapists) who are able to use additional assessment tools.

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 provision map 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. To support this, identified children will have their own Pupil Passport that highlights their strengths, needs and how best to support them. These are revisited regularly and always before they are passed to the next teacher.

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

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN provision 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 or without a statement of 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.

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

Every pupil in the school has their progress tracked five 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 Tenterden Primary Federation 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 provision plan will be reviewed and adjusted. If the target is met, a new provision plan may be put in place or the child may no longer need one.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, adapted/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 Tenterden Primary Federation the quality of teaching is judged to be good.

We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice and have devised our own Trust Core Standards.

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 tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

As a school we have a HLTA who is responsible for delivering Speech and Language support across the Infants and Juniors. In addition to this, we are currently working towards an accreditation with the Balanced Systems approach which supports

Speech, Communication and Language Needs (SCLN) at a whole school level as well as at the targeted and specialist intervention stage.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Tenterden Primary Federation 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 a child's Education, Health and Care Plan.

In addition, we provide a nurture facility suitable for providing an adapted curriculum and a chill out area for children requiring 'down time' at both the Infants and Junior school sites. We are also on the way to becoming a Nurture UK school, Mrs. Sault and Mrs. Peachey are leading on this. A Nurture club is run each day at lunch time for both Infant and Junior pupils.

All staff have received training on the mainstream core standards and in understanding anxiety and strategies to manage it. There has also been updated training on Autism awareness, Sensory Processing difficulties and Mental Health and wellbeing including Mindfulness.

The school has a named Mental Health Lead, Rachel Peachey, who works alongside the Emotional Wellbeing Team to provide support to identified pupils and their families with regard to anxiety, behaviour and wellbeing. They deliver support in school via 1.1. sessions, workshops with small groups and classes and sessions with parents.

3e 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. These are indicated on our provision maps and in Pupils Personalised Learning Plans. 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. Personalised Learning Plans are in place for all children with EHCPs and for those who have High Needs Funding in place.

3f how the school enables 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 Tenterden Primary Federation 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

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

At Tenterden Primary Federation 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, social skills groups and pastoral support and indirectly with every conversation adults have with pupils throughout the day. We are able to identify need and targets using Boxall Profile.

For some pupils with the most need for help in this area we also can provide the following;

- Emotional Wellbeing Team intervention
- Referrals to Counselling or Play therapy
- other therapeutic interventions such as Rainbows or Drawing and Talking
- Family Support Manager
- Time out space/ Nurture room for pupils to use when upset or agitated etc
- Learning breaks
- Referral to Rising Sun and similar agency support
- External referral to the Children and Young People's Service

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Tenterden Primary Federation is Rachel Peachey, who is a qualified teacher.

Rachel Peachey is available on 01580 763717 or senco@tpf.kent.sch.uk.

5 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 have had the following awareness training Autism Spectrum Disorder, Understanding Epilepsy, understanding short term memory issues, social stories, understanding dyslexia, mainstream and trust core standards.

In addition some teachers have received the following enhanced and specialist training which includes: Understanding and responding to challenging behaviour, lego therapy, Dyslexia level 2, Nurture Group training, Understanding and responding to Sensory Processing Issues.

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, Goldwyn School, Wyvern School Educational Psychologists, Specialist Teachers, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

6 Information about 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.

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

All parents of pupils at Tenterden Primary Federation are invited to discuss the progress of their children on 2 occasions a year and receive a written report. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

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.

Where a child is in receipt of High Needs Funding the parents/carers, Senco and class teacher or TA will meet at least 3 times a year to review progress against their specific targets and set new ones.

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.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, 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 'The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'

The normal arrangements for the treatment of complaints at Tenterden Primary Federation are used for complaints about provision made for special educational needs. 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 EHCP 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 governing body have engaged with the following bodies:-

- 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
- Access to local authority's service level agreement with the Inclusion Support Service Kent ISSK
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Ability to make ad hoc requests from the school nursing team

- Educational Psychologist
- Engagement with Early Help workers to access support for pupils and their families
- Kent Health Needs Education Service KHNES
- Membership of professional networks for SENCO e.g. SENCO forum, NASEN etc

11 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

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Tenterden Primary Federation 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.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kelsi.org.uk/> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB in September 2023

Next review due September 2024