



SEN & Disability Policy

SEND Information Report

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Date	Version No	Brief detail of change
01.09.2021	2	Updated for new academic year
16.01.2023	3	Updated following SEN Green Paper and Change of SENDCO

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; LAT SEND Policy, Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Inclusion Policy, Attendance Policy and the Health and Safety Policy.

This policy was developed with the Principal and representatives from the governing body and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information will then 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 (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).

1. The kinds of SEN for which provision is made at Bearsted Primary Academy

At Bearsted Primary Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties, emotional and behaviour difficulties. There are other kinds of special educational needs 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 will also make reasonable adjustments to meet the needs of main-stream pupils with an EHCP on consultation. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the policy for identification and assessment of pupils with SEN

At Bearsted Primary Academy 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. These include Y1 phonics screening, speech link, language link, spelling age, reading age, and SATs.

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 catch up. Examples of extra support are; reading interventions, BEAM, Sensory Circuits, Attention Autism, Clever Fingers, LEGO Therapy, Speech and Language Interventions and Numeracy interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Bearsted Primary Academy we have access to external advisors for example Educational Psychologists, Specialist Teaching and Learning Service (STLS) and the Local Inclusion Forum Team (LIFT).

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 personalised plan and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3. Information about the school's policies for making provision for pupils with SEN whether or not they have EHC Plans.

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

Each review of the SEN personalised plan will be informed by the views of the pupil and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made and shared with Parents.

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

3(b) Arrangements for assessing and reviewing the progress of pupils with SEN

Every pupil at Bearsted Primary Academy 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. The assessments we use at Bearsted Primary Academy include Y1 phonics screening, speech link, language link,

spelling age, reading age and SATs. If a child is working at a pre-key stage level, we will assess the child's progress using a pre-key stage assessment framework based on the KASS points or the Engagement Model using the Portage checklist as a tracking tool. This will enable us to track the smaller steps of progress that the child is making.

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

3(c) The school's approach to teaching pupils with SEN

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).

At Bearsted Primary Academy we follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice –

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-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'.

3(d) How the school adapts the curriculum and learning environment for pupils with SEN

At Bearsted Primary Academy 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 EHCPs.

3(e) Additional support for learning that is available to pupils with SEN

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs. The school can apply for High Needs Funding from KCC if it is providing resources costing more than £6000 for a child.

3(f) How the school enables pupils with SEN to engage in activities of the school (including physical activities) together with children who do not have SEN

All clubs, trips and activities offered to pupils at Bearsted Primary Academy 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.

3(g) Support that is available for improving the emotional and social development of pupils with SEN

At Bearsted Primary Academy 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 PSHE, tutor time and assemblies 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 positive play, mentor time with a member of the senior leadership team and external referral to CAHMs and the Educational Psychologist team.

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 SENDCO:

The SENDCO at Bearsted Primary Academy is Mrs Paula Cardew, who is a qualified teacher, Part of the Inclusion Lead Team. She meets the current requirements under The National Award for SEN Coordination requirement. Mrs Cardew works in School on Monday, Tuesday (am only), Wednesday (am only), Thursday and Friday.

Mrs Cardew is contactable by the school number and email address:

Phone number: 01622 250040

Email: info@bearstedprimaryacademy.org.uk

5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured

Teachers and Learning Support Assistants (LSAs) have had the following awareness training: ASD Awareness, Speech and Language training.

In addition key staff have attended the following enhanced and specialist training:

- Sensory Circuits - SENDCO,
- Desculaton Training - SENDCO
- BOXALL Training - SENDCO
- Dandelion Time (Trauma and Attachment Training) - SENDCO
- Autism Advocate - Specialist TA
- Lego Therapy- Specialist TA
- Language Link/Speech Link- Specialist TA
- Lego Therapy - Specialist TA
- Paediatric First Aid Training- all staff

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 Bower Grove and Five Acre Wood Specialist teachers, Educational Psychologist, Speech and language therapist, occupational therapists and nurture groups. 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 SEN 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 SEN about and involving them in, their education

All parents of pupils at Bearsted Primary Academy are invited to discuss the progress of their child on three scheduled occasions throughout the academic school year and receive a written report in the summer term. 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 provisions will be recorded, tracked and evaluated on a Year group 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 a 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 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 SEN 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, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered 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 SEN concerning the provision made at the school

The normal arrangements for the treatment of complaints at Bearsted Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Principal to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education and Health Care Plan 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 SEN and in supporting the families of such pupils

The governing body have access to the following organisations:-

- Free membership of LIFT for access to specialist teaching and learning service
- A service Level agreement with access to KCC resources
- 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

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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

At Bearsted Primary Academy 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 have a transition programme which includes transition days, visits to pupils' homes, visits to nursery placements and transition meetings between the class teacher, parents, nursery staff and the SEND team.

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 www.kent.gov.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require. www.kelsi.org.uk .