



Canterbury Road Primary School

'a friendly happy place to learn'

SEND Policy 2022

Written and Agreed November 2022

Review Date October 2023

Canterbury Road Primary School

SEN & Disability Policy/SEN Information Report

October 2022

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:- Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy.

This policy was developed with discussion and engagement of parents and a representative of the governing body and will be reviewed annually.

Definition of SEND

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, p).*

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

At Canterbury Road we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. For instance, dyslexia, dyspraxia, speech and language needs, autism, 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 need: Social and emotional needs, speech and language, ADHD and autism. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

Where a higher level of Special Educational Need is identified and a child requires a significantly higher level of support than is reasonably available in the usual running of the classroom (at a cost of more than £6000) the school can apply for High Needs Funding from the L.A to cover the cost of this extra provision.

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 Canterbury Road we monitor the progress of all pupils six times a year to review their academic progress. This is done against the national curriculum and we also use a range of assessments with all the pupils at various points e.g.: in YR Speech and

Language Link, the Y1 phonics screener, in Y2 and Y6 via Statutory assessments and Y3 Junior Language Link.

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 individualised reading, Little Wandle, Numicon Intervention Programme, pre-teaching of vocabulary, Precision teaching, BEAM, Lego therapy Wellbeing groups and individual sessions using our Emotional Literacy Support Assistant.

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 Canterbury Road we are experienced in using assessment tools such as Speech Link, Language Link, Language for Thinking, the British Picture vocabulary Screener (BPVS), phonics screening and a dyslexia screener.

We have access to external advisors who are able to screen for other learning difficulties. 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 advisors are as follows: Specialist Teaching Service for Speech and Language / Cognition and Learning, Emotional Wellbeing and Hearing Impairment; Speech and Language Therapist and Behaviour Advisors.

These assessments will be shared with parents, an SEN support plan will be agreed and reviewed/ refined/ revised termly, or sooner if required. 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 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 support plan will be informed by the views of the pupil, parents and class/subject teachers/SENCo 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 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 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 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 Canterbury Road School are given in section 2 above. 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.

3c the school's 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. 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, 2014, 6.37*). At Canterbury Road, the quality of teaching is judged to be good.

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/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. 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'

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

At Canterbury Road 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.

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 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 resource for pupils with high needs, and above that amount the Local Authority can be

approached to request additional funding (High needs funding).

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 Canterbury Road 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 Canterbury Road 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 in PSHE for instance 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 access to support such as our ELSA (Emotional Literacy Support Assistant), Time to Talk, a Counsellor, small group support, external referral to NELFT and time-out space for pupils to use if they become upset or agitated.

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. For this we can refer to the ELSA/Learning Mentor who can support children on a more individual basis.

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

The SENCO at Canterbury Road is Mrs Coldwell, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She is available on 01795 423818 or at lcoldwell@canterbury-road.kent.sch.uk. Mrs Coldwell works Monday to Wednesday.

4b The name and contact details of the SEN governor

The school's named governor for SEN is Sarah Shepherd. She can be contacted via the school office on 01795 423818 or at sshepherd@canterbury-road.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 - ASD, dyslexia, attachment, dyscalculia, language, memory, Sensory Awareness and Cognitive Behaviour Approach (CBA) and Clicker 8.

In addition some members of staff have also had training in precision teaching, BEAM, Speech and Language Link, hearing loss and sensory circuits. All staff have a certificate in Emergency Paediatric First Aid.

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 Meadowfield School, Speech and language therapist, and the Specialist Teaching Service.

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 Canterbury Road are invited to discuss the progress of their children three times a year and receive a written report once a year and an Interim report twice 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 an Individual Provision Record, the information from 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.

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. The review is led by the SENCo with input from teaching staff.

8 The 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, the pupil will be consulted about and involved in the arrangements made for them as part of child-centred planning. Either the class teacher or the class teaching assistant will sit down with the child at the beginning of an intervention and discuss the targets for that term, and again when the intervention has finished, or new targets need to be set to ensure that the child is aware of what they are working towards, and, later, to acknowledge what they have achieved. 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 Canterbury Road are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance. If not satisfied with the response, Mrs Brown, Mrs Martin, and the Head teacher should be contacted to help resolve the issue before making the complaint formal to the Chair of the governing body if needed.

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 or 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:-

- Free membership of LIFT for access to specialist teaching and learning service
- Speech and Language support via Speech 4 Schools 12 days a year, including one to one assessments, support and staff training.
- Children with an EHCP may be eligible to access 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
- Counselling services.

11 The contact details of support services for the parents of pupils with special educational needs.

Information, Advice and Support Kent (formerly the Parent Partnership Service) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children and/or young people with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. Their support is confidential, impartial and independent from the local council and are partially made up of parents. They are an experienced team who can:

- Help parents make informed decisions
- Help parents plan how to communicate their views or concerns in meetings or on paper
- Accompany parents to meetings as a neutral person
- Provide face to face support
- Provide information about other agencies and processes
- Help parents through paperwork, including tribunals
- Help parents through the education system

- Offer training and workshops for parents

They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm. **Email:**

iask@kent.gov.uk **Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW **Telephone:** 03000 412 412 **Facebook:** IASK on Facebook **Fax:** 01622 671198

Or follow this link

<http://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 Canterbury Road 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. Before entering our reception class, children are invited to taster sessions and staff visit their nursery or playgroup. The teacher also has a meeting with parents so that the transition is smooth and easy for everyone. Children then start part time for two weeks although this can be extended in special circumstances. New families to the school receive a home visit.

If a child is transferring from another school, we will make every effort to visit the child in their current school before admittance and we will meet the child and parents. We gather as much information as possible so that staff and resources can be prepared to make the transition as easy as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting. Teachers from the secondary schools visit pupils in the summer term and our staff meet with them to discuss specific issues and needs. On occasion, children will have more than the set number of transition days and our staff can accompany the children and/or parents on these.

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

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.