



SEN&D Information Policy & Report

The following policy has been developed in accordance with guidance provided by Kent County Council and adapted to reflect the practices at Downsview Community Primary School.

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: Equality Information and Objectives, Policy for Promoting Positive Behaviour, Statement of Behaviour Principles, Child Protection Policy, Whistleblowing Policy, Admissions Policy, Complaints Procedure.

This policy will be reviewed annually. Additionally, The Countywide Approach to Inclusive Education (CATIE) which focuses specifically on strategies to support inclusive practices within mainstream education settings as part of the wider SEND strategy will underpin the development of this policy. This has been formally approved as the KCC strategy for Inclusion and can be accessed by clicking [here](https://www.kelsi.org.uk/special-education-needs/inclusion/countywide-approach-to-inclusive-education) <https://www.kelsi.org.uk/special-education-needs/inclusion/countywide-approach-to-inclusive-education>

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 special educational need for which provision is made at the school

At Downsview Community Primary 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, neurodiverse conditions including Autism and ADHD, learning difficulties and emotional 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: ASD, ADHD, Speech, Communication and Language Needs, Physical disabilities, severe emotional trauma and Anxiety. 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 Downsview Primary we monitor the progress of all pupils through Pupil Progress Meetings up to six times a year to review their academic progress, with informal monitoring on a continual basis. We also use a range of assessments with all pupils at various points e.g. Y1 phonics screening, Testbase (Y3,4,5 bi-termly). The following assessments are used as deemed necessary: Speechlink, Language Link, YARC (York Assessment of Reading Comprehension), Sandwell Early Numeracy Test, Working memory assessments (Memory Magic), Dyscalculia assessments, LASS and COPS screening, Dyslexia Portfolio, Verbal and Non-verbal reasoning, British Picture Vocabulary Scales (BPVS)

Where progress is not sufficient, even if a special educational need has not been identified, extra support is implemented to enable the pupil to catch up. Examples of extra support are: focus groups in class (additional teaching time with the teacher), follow up sessions or pre-teaching with a teaching assistant, daily reading, additional phonics, peer support, grouping/pairing for practical activities, use of task boards and the use of specific software to support learning such as Clicker 8. This will be recorded on a whole class provision plan.

Some pupils may continue to make inadequate progress, despite high-quality first teaching and additional support targeted at their areas of weakness as part of Cycle 1 in the graduated process. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty as we move through cycle 2 of the graduated approach. At Downsview Primary we are experienced in using the assessment tools listed in section 2.

In addition, we have access to external advisors and specialist support, through the new LIFT process and drop in surgeries (new process as of September 2023), who are able to use the following assessment tools: British Picture Vocabulary Scales, Expressive Vocabulary Test, Raven's Progressive Matrices, Vernon Graded Spelling Test, BIRT Reading test, Sandwell Early

Numeracy Test (Specialist Teaching Service); Wechsler Intelligence Scale Children (Educational Psychologist service); Diagnostic Evaluation of Articulation and Phonology (DEAF), Clinical Evaluation of Language Fundamentals (CELF), Test of Reception of Grammar, Renfrew Action Picture Test (Speech and Language Therapists).

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 (3 times a year), 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 and they will be added to the SEN Register.

If the pupil can 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 can 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 confirmed, 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 by making use of internal and external training providers and specialist knowledge.

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

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, will inform each review of the SEN personalised plan.

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 formally tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Downsview Primary are those listed in section 2 and identify whether pupils are increasing their level of skills in key areas.

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

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

High quality first teaching and the use of the Mainstream Core Standards, 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 Downsview the quality of education is judged to be **requiring improvement**. (OFSTED April 2023)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>.

A useful guide for parents can be obtained by clicking on the same link.

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, mentoring, small group teaching, use of ICT software learning packages.

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

At Downsview Primary we follow the advice in the Mainstream Core Standards and the new The Countywide Approach to Inclusive Education on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the information and advice provided as a result of assessments, both internal and external, and the strategies described in an Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the school have made the following improvements as part of the school's accessibility planning:

- Build of a new care suite (medical standard) including internal disabled access to the hall with the fitting of a platform lift
- New Skills and Progression documents as part of a new and engaging curriculum offer to pupils

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 listed on our whole school provision maps (attached as an appendix) In a 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 school will make an application to the Local Authority to receive a top up in the form of High Needs Funding (HNF)

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 Downsview 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 Downsview Primary 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 RSE, Downsview Values, Assemblies and indirectly with all conversations 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 play therapy sessions, counselling or Drawing and Talking sessions
- sessions with either the ELSA TA or Family Liaison Officer (FLO)
- time with a member of senior leadership team
- time-out and a safe space for pupils to use when upset or agitated
- personalised timetables
- small group therapy around a Circle of Friends/Social skills approach
- accessing support from external agencies such as CAMHS and the Specialist Teaching 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, such as Talkabout, ELSA social skills programme or a specialised approach in the classroom based around developing zones of regulation, beyond that required by pupils who do not need this support.

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

The Inclusion Manager at Downsview is Mrs Katie Murray, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (May 2012) as well as gaining a Post graduate diploma in Pastoral Leadership (2021) and Senior Mental Health Lead (2022)

Mrs Murray is available on 01322 662594 option 4 or kmurray@downsview-primary.kent.sch.uk. Mrs Murray works full time and is currently non-class based though covers a class on Friday afternoons.

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;

- Positive Behaviour Management
- ASD / ADHD
- Metacognition
- Attachment disorder
- BRS (Better Reading Stamina)
- Thinking Skills
- Philosophy 4 Children (teachers and some TAs)
- Understanding those with Autism and demand avoidant profile (teachers and most TAs)
- Colourful Semantics (teachers and some TAs)

In addition, the following staff members have received the following enhanced and specialist training:

Mrs Murray – National Award for SEN Co-ordination, ASD and the use of Social Stories, Use of standardised assessments, Incredible 5-point scale, Mental Health awareness, Enabling Learning with Children affected by Trauma and Poor Attachment, Using transactional analysis to understand collusive relationships, Supporting Pupils with Visual Impairment, Post Graduate Diploma in Inclusive Educational Leadership, NPQ in Senior Leadership (awaiting assessment)

Miss Page – Communicate in Print, BEAM, Makaton, Language for Learning

Mrs Aldridge – Dyslexia, BEAM, Communicate in Print, Cued articulation, Numbers Count

Mrs Burke – Language for Learning

Mrs Willetts – Circle of Friends, BEAM, Life Story Work, Mind Mental Health First Aid, Drawing and Talking, Lego Therapy

Mrs Wood – Early Birds (ASD), SpeechLink, BEAM, Communicate in Print, Phonics, EAL Support

Mrs Wawrzewski – Level 1 British Sign Language, Level 3 SEN Award, ADHD, Positive Relationships in Early Years, ELSA support

Mrs Wicks – Level 2 Understanding Autism, Level 2 Understanding behaviour that challenges, BEAM, Clicker 6, NELI course

Miss Osborn – Sensory Circuits, Language for Learning, Colourful Semantics

Miss Erangey – Level 2 Makaton

Miss Agyemang – Level 2 Makaton

Mrs Cherry – Level 1 Makaton

Mrs Logan – Level 1 Makaton, Understanding Autism

Mrs Sullivan – Supporting SEND pupils with phonics and language, Dyslexia awareness for TAs, Cued Articulation, Language needs

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include: Valence School, Specialist Teaching Service, Educational Psychologists, Speech and language therapists, Occupational therapists, Physiotherapist, Virtual School Kent. 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 Downsview Primary are invited to discuss the progress of their children twice a year (usually with the class teacher) and parents with pupils with special educational needs may be invited to meet with the Inclusion Manager to review provision once a year (usually in the summer term) though the Inclusion Manager is available at every parents evening. During the review meeting, outcomes for the child will be discussed and agreed. In

addition, we are happy to arrange meetings outside these times by contacting Mrs Murray via email, through the office or by phone.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if 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 whole class provision map. If following this normal provision, improvements in progress are not seen, we will contact parents to discuss concerns and strategies moving forwards. This may be recorded as a 'Record of Early Discussion'. Following further reviews and assessment as part of cycle 1 of the graduated approach, if progress is still not made, the pupil will then be identified as having special educational needs because special educational provision is being made. The parent will be invited to contribute to planning and reviews of this provision.

Parents of pupils on the SEN register will receive a SEN personalised provision plan three times a year detailing the provision in place for their child. A 'Record of SEN support review' will be completed during review meetings. For pupils with EHC plans, a "provision plan" will be in place. Both of these documents will be reviewed as detailed above through a series of a minimum of three pupil progress meetings with the class teacher/Inclusion Manager/SLT across the year.

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 child-centred planning where it is considered appropriate. 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 Downsvie Primary 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 further discussion is required, meetings with the Inclusion Manager or another member of the Leadership team will be arranged to seek to resolve the issue before making the complaint formally 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, 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 special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies: -

- Membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service
- Educational Psychology service as needed
- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team

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

Information and Support Kent (IASK) 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: 03000413000.

Email: iask@kent.gov.uk

We are BEAMS are a local charity who can provide support and advice to families with disabled children. They can be contacted on

Helpline: 01322 668501

Website: <https://wearebeams.org.uk/>

There is information available to support parents on the SEND information hub

Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

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 Downsvew Primary 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. Pre-school settings are visited by the class teacher and (where a SEN need is identified or a concern raised) the Inclusion Manager where possible. Transition packs are used to support pupils as required. The transition between classes is planned for according to individual needs with strategies such as additional visits, planned time with new members of staff and transition books put in place as needed.

We also contribute information to a pupils' onward destination by providing information to the next setting. Additional visits to secondary settings are arranged for identified pupils to support transition in Y6. Transition projects are carried out to gather information and explore relevant issues across term 6 supported by the school counsellor.

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

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 Manager or FLO for support to gain the information they require.

Approved by:	Full Governing Body
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