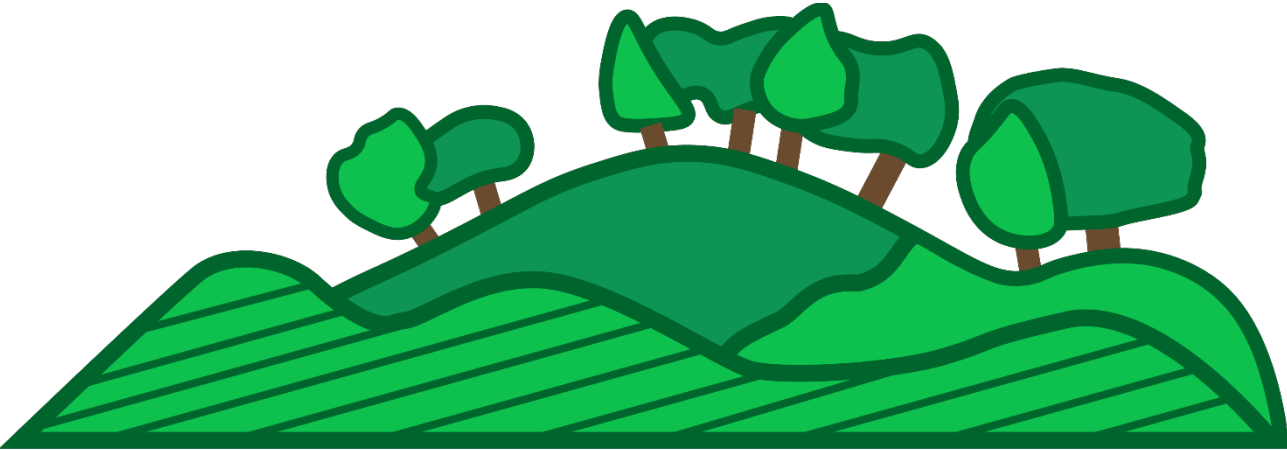


Special Educational Needs & Disabilities (SEND) Policy



Downsview

Community Primary School

Approved by:	Governing Body
Date:	November 2024
Next review due by:	November 2025

Inclusion Team

SEND Governor:

Mr Jon Porter

Inclusion Lead:

Miss Natalie Page

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This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEN) and Disability at Downsview Community Primary School.

This policy provides a framework for the identification of and provision for children with SEN and disability. Some children have barriers to learning that mean they have special needs and may require additional or different help from that given to other children of the same age.

This policy was developed with school staff and the governing body and will be reviewed annually.

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

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND 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:

- They have a significantly greater difficulty in learning than the majority of others of the same age; or

- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- for children aged two or more special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

SEN Code of Practice (2014, p 15/16)

Definition of disability

Many children and young people who have SEND 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.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. SEN Code of Practice (2014, p16)

To note: a child may be disabled and not have SEN. A child may have SEN and not be disabled. A child with significant care needs (requiring high levels of intervention) may or may not have SEN.

Aims and Objectives

The aims of this policy are:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- Enable all pupils to participate in lessons fully and effectively.
- Value and encourage the contribution of all pupils to the life of the school.
- Work in partnership with parents.
- Work with Governors to enable them to fulfil their statutory monitoring role.
- Work closely with external support agencies, where appropriate, to support the need of individual pupils.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Roles and Responsibilities

The role of the Governing Body in SEND

The Governing Body has due regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with SEND.

- The Governing Body takes all reasonable steps to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children.
- The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The 'responsible person' in this school is Mr Jon Porter.

The role of the Executive Headteacher in SEND

The Executive Headteacher has responsibility for overseeing the provision for all children including those with SEND and informing the Governing Body of how the funding allocated to support SEND has been employed. In conjunction with the Senior Leadership Team and the Deputy Headteacher for Inclusion, the Headteacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Headteacher will also work closely and meet regularly with the Deputy Headteacher for Inclusion.

The role of the Deputy Headteacher for Inclusion

Miss Natalie Page is available on 01322 66594 or admin@downsview-primary.kent.sch.uk

The Deputy Headteacher for Inclusion is responsible for:

- Managing the day-to-day delivery of the SEND policy
- Coordinating the provision for and managing the responses to children's SEND.
- Supporting and advising colleagues
- Overseeing and monitoring the records of all children with SEND
- Acting as link with parents
- Acting as link with external agencies and other support agencies
- Monitoring and evaluating the SEND provision and reporting to the Governing Body
- Contributing to in-service training for staff as necessary
- Keeping records of all children with identified SEND, including maintaining the School's Register of children with SEND.

The Deputy Headteacher for Inclusion is also responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP).

The role of Class Teachers in SEND

"Special educational provision is underpinned by high quality teaching and is compromised by anything less." (SEN Code of Practice, 2014)

At Downsview Community Primary School we follow the National Teaching Standards for quality first teaching and Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. The Mainstream Core Standards contain the expectations on schools for the Universal, Targeted and

Personalised offer they make to all children and describe what can be delivered from the school's own resources. The Mainstream Core Standards are available online at:

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

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 and disabilities. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

The class teacher is responsible for:

- Identifying, assessing, monitoring and making provision for pupils in their class with SEND
- Managing the day-to-day work of the teaching assistants within their class team.
- Writing, implementing, monitoring and reviewing provision maps, personalised provision plans and support plans
- Maintaining pupil progress records
- Reporting to the Deputy Headteacher for Inclusion on any changes to the children's needs and provision. These changes would be reflected in their records.

The role of Teaching Assistants in SEND

The teaching assistant is responsible for:

- Implementing the intervention programmes agreed in the provision maps and personalised provision plans.
- Reporting to the class teacher on the progress the children are making.

Identification and Assessment

At Downsview Primary School we monitor the progress of all pupils three times a year to review their progress. We also use a range of assessments with all the pupils at various points. These include:

- National Curriculum assessments
- Statutory assessments
- Phonics assessments

Where progress is not sufficient, even if a SEND has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make insufficient 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 clarify the learning difficulty.

We also have access to external professionals who are able to advise us further.

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 support plan, 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. Parents will be informed if their child is considered to have a SEN or disability.

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 SEND.

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.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

A child who is identified as having a SEND will be added to the school's SEND Register at the relevant level under the appropriate category / categories. The majority of pupils on the SEND Register are at the 'SEN Support' level. Children may have more than one type of need.

The SEN Code of Practice (2014) recognises 4 broad categories of SEN:

<p>Cognition and Learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, Emotional and Mental Health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder

	<ul style="list-style-type: none"> • Suffered adverse childhood experiences or attachment disorder These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Sensory and/or Physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Management and Coordination of SEND

At Downsview Community Primary School we can make provision for every kind of frequently occurring SEND without an Education, Health and Care Plan, for instance dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of SEND 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.

Teachers use a Class Provision Map to record all additional provision and interventions, which may be personalised for an individual or targeted for small group. For a relatively small number of pupils who are judged to have a higher level of needs than the majority, we record this on a Personalised Plan, which details all the strategies, interventions and targets for those pupils.

We hold pupil progress meetings termly to identify children making good progress, children who are 'stuck' and those failing to make progress. If the review meetings identify that further support is needed from outside agencies and services, we will consult with parents prior to any action being taken.

If our assessment shows that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources.

The class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep

parents informed and draw upon them for additional information. The Deputy Headteacher for Inclusion will become involved if the class teacher and parents feel that the child would benefit from further support. The Deputy Headteacher for Inclusion will then take the lead in further assessments of the child's needs.

If a child demonstrates that further assessment or support from the Specialist Teaching and Learning Service (STLS) is needed, we then submit a referral, with parental consent, which is discussed at a Local Inclusion Forum Team (LIFT) meeting. These are held across the Sevenoaks area and are arranged within clusters of schools. At the LIFT meetings, advice is given to the Deputy Headteacher for Inclusion as to what further support or strategies we can employ within school. Occasionally a Specialist Teacher will become involved.

The Deputy Headteacher for Inclusion will support the class teacher at this stage to draw up a support plan which records specific short-term targets for the child, as well as the strategies and resources to meet those targets. These targets are addressed within the child's normal classroom setting where possible.

If a child continues to demonstrate significant cause for concern, a request for Statutory Assessment can be made to the Local Authority. Written evidence from a range of agencies is requested to support the application for Statutory Assessment and the Local Authority may or may not agree to go ahead with statutory assessment. If the Local Authority does agree, the statutory process in itself may or may not lead to an Education, Health and Care Plan.

If a child has identified needs that require support from agencies other than Education, for example Social Services, Early Help or Health, then the school can contact the relevant agency. For family support we can submit a Request for Support and if the family's needs meet the criteria, a triage system will identify the type of support needed. If a referral to a health agency is required, for example to the Speech and Language Service or Community Paediatrician, then school is able to make a direct referral, if we have sufficient concern from within school and evidence of the child's difficulties and our responses. Requests for support and referrals do not guarantee services to the family.

The Deputy Headteacher for Inclusion maintains the SEND Register and monitors the movement of children within the SEND system in school. The Deputy Headteacher for Inclusion provides staff and governors with summaries of the impact of the policy on the practice of the school when required. The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Deputy Headteacher for Inclusion and subject leaders
- Setting measurable targets and reviewing these at least termly
- Analysis of pupil tracking data and test results
 - for individuals
 - for specific groups

- for cohorts
- Analysis of value-added data for SEND pupils
- Termly monitoring of procedures and practice by SEND Governor and reporting on the effectiveness of the policy.
- School Self Evaluation (SSE)
- School Development Plan

The Deputy Headteacher for Inclusion supports teachers in drawing up Class Provision Maps, including Personalised Plans for some pupils. The Deputy Headteacher for Inclusion, Head of School and the Executive Headteacher meet as appropriate to review the school's work in this area.

Monitoring and Evaluation

Each review of the support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from class teachers, which will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress thus:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be regular reviews of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with SEND may have more frequent assessments of reading age, spelling age etc.

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 support plan will be reviewed and adjusted.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches and interventions, 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 staff employed through the funding provided to the school as 'notional SEN funding'

The impact of interventions is evaluated and reported by the Deputy Headteacher for Inclusion to the headteacher three times annually.

Partnership with Parents

The school works closely with parents in the support of those children with SEND. The school encourages an active partnership through an ongoing dialogue with parents and the staff value their contribution in supporting their children with SEND.

The school has regular meetings to share the progress of special needs children with their parents. The Deputy Headteacher for Inclusion informs the parents of any outside intervention, and the school shares the process of decision-making by providing clear information relating to the education of children with SEND.

All parents of pupils at Downsview Community Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report once per year.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, 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 SEND.

For pupils with an Education, Health and Care Plan there will be a formal Annual Review held each year, in line with the Code of Practice.

Information, Advice 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 (0-25). They empower parents to play an active and informed role in their child's education.

Contact Details:

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

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

Pupil Participation

When a pupil has been identified to have special educational needs and disabilities, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents and carers are likely to play a more significant role in the early school years with the young person taking more responsibility and acting with greater independence in later year

Admissions & Placement

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. This school does not discriminate against or disadvantage disabled children or those with SEND through admission arrangements for pupils without an Education, Health and Care Plan.

Some of the children who join our school have already attended an Early Years setting. In some cases, children join us with their needs already assessed, so that we can build on their prior learning and progress. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

At Downsview Community Primary School 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 pupil's onward destination by providing information to the next setting. Careful, sensitive consideration and additional arrangements are made for children with SEND, including close liaison and visits where necessary.

Educational Inclusion

In this school we have high expectations of all our children and we aim to offer excellence and choice to all children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning or participation. We want all the children to feel that they are a valued part of the school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate at different rates
- Need a range of different teaching approaches and experiences

All clubs, trips and activities offered to pupils at Downsview Community Primary School are available to pupils with SEND 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.

At Downsview Community Primary 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 PSHE or circle time and indirectly through everyday interaction between adults and pupils throughout the day.

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.

Resources and Funding

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For

highly specialist communication equipment the school will seek the advice of the KCC CAT team.

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 special educational provision. The amount of support required for each pupil to make good progress will be different in each case. 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 may provide top up to the school. Only a very small minority of pupils will require this level of resources.

The cost of training is also covered by the notional SEND funding.

Links with other policies

Please refer to the SEND Information Report and other curriculum policies which all have a statement relating to special needs. See also policies on:

- Child Protection
- Safeguarding
- Assessment
- Behaviour
- Anti-Bullying