

Crockham Hill CE Primary School

Special Educational Needs & Disability Policy/SEN  
Information Report

Issued in November 2017

***The subtitles in italics constitute the SEN Information Report we are required to update 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
- Governance Handbook January 2017 ( Access via the DfE )
- Schools Admissions Code, DfE Dec 2014 updated September 2015
  - 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 documents:

Accessibility Plan, Promoting excellent behaviour (Discipline) Policy, Equalities Statement, Safeguarding and Child Protection Policies and Procedures, Homework Policy, Complaints Policy, Teaching and Learning Policy, Admissions Policy, Supporting children with medical conditions, EYFS Policy, Health and Safety.

This policy was developed with SEND and Parent Governors, a representative group of parents of pupils with and without SEN and Staff. It will be reviewed annually by staff and governors.

### **1. Introduction**

1.1 The Governing Body ensures that the SENDCO, person responsible for SEND is a qualified teacher working at the school. If they have not previously been a SENDCo at this or any other relevant school, for a total period of more than 12 months then they must achieve the national award in Special Educational Needs and Disabilities Coordination within 3 years of appointment.

1.2 The SEND Co-ordinator and contact details at Crockham Hill CE Primary School  
Mrs Ghislaine Lakin-Hall, a qualified teacher and has been a SENDCo continuously since before 1 September 2009 and is not required to undertake the National Award for SEND Co-ordination.

- Mrs Ghislaine Lakin-Hall is available on 01732 866374

- [g.lakinhall@crockhamhill.kent.sch.uk](mailto:g.lakinhall@crockhamhill.kent.sch.uk)

1.3 If a parent has a concern about their child's progress or well-being, they should raise their concerns with the class teacher in the first instance by speaking to them directly, making an appointment via the school office or by email.

1.4 The key responsibilities of the SENDCo will be drawn up (see Appendix A) and monitored by the Governing Body.

1.5 This policy and information only refers to children with SEND. The learning and support for learning for all other pupils is addressed in the school's Teaching and Learning Policy.

## **2. Definition of SEN and Disability**

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.

2.1 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)*

2.2 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)*

2.3 There are four broad areas of needs that should be planned for.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **2.3.1 Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have

particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2.3.2 Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than those of a similar age, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **2.3.3 Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **2.3.4 Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **3. The school's approach to teaching pupils with special educational needs**

### **3.1 High Quality Teaching**

High quality teaching, (which in order to be high quality MUST be differentiated for individual pupils,) is the first step in responding to pupils who have or may have SEND.

Governors ensure the SENDCo has procedures in place to make sure all staff that are likely to teach the pupil are aware of the SEND of the children in their care and that teachers are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching. This includes regular SEND staff meeting time, SENDCo input into pupil progress meetings and staff induction. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Staff are guided to the Mainstream Core Standards for Teachers advice developed by Kent County Council to ensure that our

teaching conforms to best practice for all pupils whatever their need.

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

### 3.2 Additional Teaching

In order to support pupils using the Mainstream Core Standards of Teaching, the school employs some additional teaching approaches, as advised by internal and external assessment recommendations e.g. one to one support, pre-teaching, mentoring pupils to work towards an improved learning attitude, small group teaching, Beat Dyslexia, Social Communication Programmes and use of ICT software learning packages such as Nessy. These are sometimes delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'. The school also takes into account recent validated research into teaching methods such as that provided by Education Endowment Foundation.

### 3.3 Current standards of Teaching

At Crockham Hill CE Primary School the quality of teaching is judged to be Good/Outstanding in our last Ofsted inspection and the school is working to improve this to Outstanding.

## **4. Current needs at Crockham Hill School**

	2016-2017		2017-2018	
	SEND (Not including EHCP)	EHCP	SEND (Not including EHCP)	EHCP
Communication and Interaction	3	1	2	1
Cognition and Learning	1	0	1	
Social, Emotional and Mental Health	1	0	1	
Sensory/and or physical needs	2	0	2	
TOTAL SEND	8/137		7/137	
% of the school	6%		5.1%	

*The national trend for SEN support students is 12.2% of the school population.(Source <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017> ) At Crockham Hill we have below this average at 5.1%.*

*1.4% of students Nationally are in receipt of an EHCP. At Crockham Hill this is currently 1 pupil, 0.7%.*

*Currently, Crockham Hill CE Primary School makes provision for the following special needs:*

- Dyslexia
- Dyspraxia

- Dyscalculia
- Speech and language needs
- Autism
- Cognition and learning difficulties
- Communication and Interaction and behaviour difficulties
- Mental Health needs
- Physical and sensory needs
- Downs Syndrome
- Attention Deficit Hyperactivity Disorder

5.1% of the 137 pupils have been identified as having Special Educational Needs under the criteria as set out in the Code of Practice 2014. This compares with the National Figure of 12.2% The school has one pupil with an Education, Health and Care plan.

**5. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority.**

5.1 The schools admission code as stipulated by Kent County Council makes it clear that all children and young people whose EHC Plan names Crockham Hill CE Primary School as their preferred school must be admitted.

5.2 Admission arrangements will be used for all other pupils with or without SEND via the local authority’s admission procedures. This takes into account the admissions code and Equality Act and does not discriminate against or disadvantage disabled children or those with Special Educational Needs.

**6. Identification of Special Needs**

**6.1 Whole School Assessments**

At Crockham Hill CE Primary School we monitor the progress of all pupils six times a year to review their academic progress in Pupil Progress Meetings held between class teacher, Headteacher and SENDCo. We also use a range of assessments with all the pupils as outlined in the table below.

<b>Assessments for all pupils with or without SEN.</b>		
<b>What?</b>	<b>When?</b>	<b>Why?</b>
Entry level Assessment	On entry to Crockham Hill CE Primary School (Reception Year. )	Assess key learning skills on entry to school.
Speech link and / Infant Language link	September/October of first year of schooling. (Reception Year. )	Assess levels of expressive and receptive language on entry to school.
YR ELGs	End of Reception Year	Early learning goals across 17 focused aspects are assessed.
Y1 phonics screening	June in the Year in which they are 6 years old.	National test to assess phonics blending capabilities.

Y2 Phonics Screening	Pupils who do not attain the pass mark at end of Year 1 must re-take at the end of Year 2.	National test to assess phonics blending capabilities.
Verbal and Non-verbal reasoning tests	Y4 and Y5.	Assess understanding and reasoning using concepts framed in words. Assess understanding and assimilation of new information independently of language skills.
Spelling and Reading Age	As required	Assess pupil acquisition of age appropriate spelling and word recognition.
SATs	End of Y2 and Y6.	National Tests to level pupil attainment at end of each Key Stage.

## 6.2. Assessments for additional support

Where progress in one or more areas of learning (e.g. reading, writing, maths, emotional and social,) is not sufficient against national expectations or a pupil is at risk of under achievement, even if a Special Educational Need has not been identified, the class teacher puts in place extra support to enable the pupil to progress. The effectiveness of this is reviewed at the six pupil progress meetings throughout the year.

## 6.3 Current additional support programmes available in school

Area of need	Current support programmes
Physical	BEAM, BEAM+, Sensory Circuits, Clever Fingers, Jump Ahead.
Cognition and Learning	Springboard, Dyscalculia Programme, Pre-teaching, Numbers Count, Small group support, Management task boards, Clicker 6, NESSY, Communicate in print. Memory Magic.
Speech and Language	Speech and Language Programmes, Mr Tongue, Black Sheep, Clicker 6, Communicate in print. Language for Thinking.
Behavioural	Play based interventions, Coaching and Mentoring. 5 Point Scale
Communication and Interaction	Circle of Friends, Play based interaction, Circle Time, Time to Talk, SULP, Social stories.
Specific Learning Difficulty (SpLD)	Beat Dyslexia, NESSY, Coloured overlays, Phonics readers for older pupils, Communicate in print.

## 6.4 Assessment for SEN support

Some pupils may continue to make inadequate progress, despite high-quality teaching and support targeted at their areas of weakness. The SENDCo may advise that additional assessments will be undertaken within school to try to identify the areas of need and associated support.

At Crockham Hill CE Primary School we have access to the following assessment tools through the Sevenoaks Partnership.

Assessment Tool	Areas Assessed	Available
Leuven Scale	Well-Being	In School.
Dyslexia Screener	Specific Learning Difficulty (English)	In School
Dyscalculia Screener	Specific Learning Difficulty (Maths)	In School
Dyspraxia Screener KS2 (Jump Ahead)	Physical development	In School
Language for Learning	Listening and Attention	In School
PHAB ( Phonics )	Phonological awareness	Sevenoaks Partnership Resource held at Valence.
BESD development Scale	Behaviour	In-School
P Levels	Cognition and Learning	In-School
Integrated Therapy and Care referral checklist.	Speech and Language, Physical and Sensory needs.	In-School
WRAT (Word Reading and Tracking)	Reading	Sevenoaks Partnership Resource held at Valence.

YARC	Cognitive development	Sevenoaks Partnership Resource held at Valence.
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In addition, we have access to external advisors who are able to use specialist assessment tools to support the school's diagnostic capabilities.

Who?	Abbreviation	Access route
Local Inclusion Forum Team for consultation with other local school SENDCos (LIFT)	LIFT	Termly meetings at Valence School.
Specialist Teaching Service for physical needs, Cognition and Learning, Early Years, Communication and Interaction, Behaviour.	STS	Referral through LIFT
Educational Psychologist ( additional cost incurred )	EP	Referral through LIFT or direct contact.
Speech and Language Therapist (NHS)	SLT	Universal Services referral form
Communication and Interaction Service	CIIS	Referral via SLT
School Nurse		Referral by a Single Agency Request to Health Visiting and School Nursing Service for an in-school 'surgery' at a mutually convenient time.
Child and Adolescent Mental Health Services (NHS)	CAMHS	School Nurse who refers to GP. (See above referral access to School Nurse )
Virtual School Kent (Portal for professionals working with Children in Care (CiC) and Young Care Leavers (YCL)	VSK	Direct access
Occupational Therapist/ Physical Therapist (NHS) Dolphin Centre	OT/PT	Universal Services referral form
Homeopathic Hospital	SENSORY/ ASD	Email referral
Community Paediatrician	CP	Referral via School Nurse
Early Help		Early Help notification form on KELSI

***Please note that ALL referrals require completion of a referral form that includes a section to be completed by parents giving their views and consent.***

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 support plan and reviewed at least 3 times a year. A copy will be given to parents after each review. **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 from high quality class teaching.**

Governors ensure that parents are notified by the school when SEN provision is being made because the school considers that he or she has Special Educational Needs through the SEN Governor/SENDCo meetings throughout the year and at Governing Body meetings.

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 as a result of the additional support the pupil is able to maintain good progress without the additional and different resources, he or she will no longer be identified with Special Educational Needs.

**6.5 Change of categorisation from SEN to non-SEN**

When any change in identification of SEND is made, parents will be notified in writing following a parent/teacher meeting. A note will be included in their SEND file if categorised at SEN Category or above.

**6.6 Staff awareness**

Governors empower the SENDCo to ensure that all teachers and support staff who work with the pupil are aware of the pupil's SEND. The governors direct the SENDCo on their behalf to make all staff aware of the importance of identifying SEND and of providing appropriate teaching relative to the identified need.

**7. Evaluating the effectiveness of its provision for SEND pupils.**

Each review of the SEND support plan (currently recorded on Class Provision Maps and Individual Provision Plans) will be informed by the views of the pupil, parents and class/subject teachers as well as school assessments.

SENDCo and SEND Governor will analyse and review in-year progress and attainment for SEND pupils using whole school tracking data. End of Key Stage and Early Years outcomes for SEND children will be reported annually to the Governing Body via the Teaching and Learning Team. This data is also published on the school website.

**The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:**

- **Is significantly slower attainment than the majority of others of the same age starting from the same baseline.**
- **Fails to match or better the child's previous rate of progress.**
- **Fails to close the attainment gap to age related expectations.**
- **Widens the attainment gap.**

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will focus on the effectiveness of the special provision & the need for any changes to yield greater success. This is included in one of the three reviews during the academic year, is led by the

SENDCO and will include the views of child, parents and teachers. The collation of all annual review evaluations of effectiveness will be reported to the governing body at the end of each academic year.

Recent data for SEND

*Analysis of outcomes of pupils with SEN support & Statement from ASP 2017*

Attainment of SEN compared to non-SEN children – Average Score/Expected standard + %.

KS1

Cohort in Year 2 = 20 children ( 6 male/ 14 female)

Pupils with SEN support = 2 children (10%)

Pupils with Statement/EHCP = 0 child (0%)

***\*As there are only two children in this cohort SEN data has not been published. This is the data for the full cohort including the SEN child.***

Subject		Non-SEN
		2016-17
		<b>Expected Standard + %</b>
Reading	CH	80%
	National	75.5%
Writing	CH	65%
	National	68.2%
Mathematics	CH	65%
	National	75.1%

KS2

Cohort in Year 6 = 19 children (7 male/12 female)

Pupils with SEN support = 1 child

Pupils with Statement = 0 child

***\*As there is only one child in this cohort SEN data has not been published. This is the data for the full cohort including the SEN child.***

Subject		ALL Y6	
		Average Scaled score	
Reading	CH	110.7	
	National	104.1	
Mathematics	CH	108.3	
	National	104.2	
SPAG	CH	111.6	
	National	106	
		Expected standard + %	Higher level / Greater Depth

Writing	CH	100%	33%
	National	76%	18%
Reading	CH	100%	50%
	National	71%	25%
GPS	CH	100%	67%
	National	77%	31%
Maths	CH	100%	33%
	National	75%	23%

*When looking at the cohort of children you can see that children at Crockham Hill achieved a higher average score and higher level / Greater Depth when comparing to national in all subjects.*

### **8. Adapting the curriculum and learning environment for pupils with special educational needs**

8.1 At Crockham Hill CE Primary School 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.

The Governors ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient educational for all other pupils and the efficient use of resources as prescribed by the Responsibilities of the governing body with regard to SEN. This is regularly reviewed with the SENDCO.

#### **8.2 Teaching and Learning and curriculum**

Following the introduction of the new curriculum (September 2014) and as part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Teaching and Learning policy and curriculum map are regularly updated and available on the school website.

#### **8.3 Accessibility Plan**

The latest accessibility plan (reviewed every 3 years) is available on the School website. Some of the objectives are:

To explore and develop a wider range of therapies/activities for pupils with a growing range of needs to support the development of their well-being.

Extend innovative use of IT to provide both a means of communicating learning and recording it. → Ensure that we address any barriers preventing children attending school clubs so that access is fair to all.

To obtain feedback from pupils, parents and other users including Parents' Council to ensure pupil and parent understanding and participation.

#### **8.4 Equalities Statement**

The school works to eliminate discrimination, harassment and victimisation of a pupil or potential pupil in relation to: admissions; the way it provides education for pupils; the way it provides pupils access to any benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment. When making decisions relating to policy the Governing Body considers the impact it may have on the pupils.

The school works to advance equality of opportunity for all and foster good relationships between all individuals. We are committed to tackling prejudice and promoting understanding.

### **8.5 Medical conditions**

Governors regularly monitor the arrangements in place to support any child with medical conditions to ensure full access to the curriculum, environment and everyday activities of the school. ( See also : Supporting pupils with medical conditions Policy)

## **9. Additional support for learning available to pupils with special educational needs**

### **9.1 Notional SEN funding**

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 offer can be found in section 3 of this policy.

### **9.2 Additional funding**

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 Local Authority should provide top up to the school. The school can then apply for High Needs Funding.

## **10. How does the school enable 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?**

### **10.1 Teaching and Learning and curriculum**

The curriculum is planned to consider and address any difficulties that may arise see section 7.

### **10.2 Clubs, trips and additional activities**

All clubs, trips and activities offered to pupils at Crockham Hill CE Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / 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.

### **10.3 Reasonable adjustments**

Governors ensure reasonable adjustments are made to avoid any disadvantage being experienced and to ensure SEN children are able to join in the every day activities of the school.

10.4 Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it where possible 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.

10.5 In situations where the available notional SEN budget funding is not adequate the school can access additional funding if they can show necessity and present levels of funding support

10.6 In accordance with the Equality Act 2010 governing bodies are under a duty to make reasonable adjustments to avoid a substantial disadvantages experienced by disabled pupils and to provide where reasonable auxiliary aids and services.

### 11. Support is available for improving the emotional and social development of pupils with special educational needs

#### **11.1 The curriculum**

At Crockham Hill CE Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. This is delivered directly through the curriculum and through PSHE, Collective Worship, Circle Time, Buddying, specific focus weeks on issues such as bullying and indirectly with every conversation adults have with pupils throughout the day.

#### **11.2 Additional supports**

Pupils with identified emotional and social Special Educational Needs may require differentiated support and or specific resources. These will be implemented as an integral part of the SEN support plans. Access to a counsellor (at an additional cost as this is accessed privately), mentor time with a member of the senior leadership team, external referral to CAHMs, time-out space for a pupil to use when upset or agitated and the use of the Promoting excellent behaviour (discipline policy) are examples of additional support which may be in place as part of a support plan.

### 12. Expertise and training of staff in relation to children and young people with special educational needs takes place and how specialist expertise is secured.

#### **12.1 Induction**

On induction, all staff (class teachers and teaching assistants) are informed of the range of needs within the school and current strategies used to meet these needs. If a member of staff is employed to support specific needs, then individualised training is provided if necessary.

#### **12.2 Additional training**

Recent training that has taken place for all staff includes:

Overview of Attachment Disorder training, Child Protection, Dyslexia Friendly schools training, Inclusion Development Programme training (IDP online),

How to complete a Class Provision / Individual Provision Plan training for all Class teachers.

Main Core Standards Training for all Class teachers,

Strategies to use to support SEND pupils in your class for all staff.

### 12.3 Individualised specialist training

In addition the following teachers have received the following enhanced and specialist training:

Who	Training	Qualification if any
Ghislaine Lakin-Hall	Language for Learning Additional Educational Needs Update and SEN Forum meetings Early Bird Plus Training Dyslexia Training Converting Statements to Education, health care plans BEAM/BEAM+ and Sensory Circuits	
Staff	MAPA (management of actual and potential aggression training)	
Sara Birmingham	Cued articulation and Makaton training.	
Samantha McCaffery & Cheryl Trengove	Sensory Circuit training	
Sara Birmingham	Speech and Language Training	

### 12.4 Specialist trainers

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:

Who	Training provision available
Valence School	Physical Impairment, Moving and Handling,
Broomhill Bank School	Communication and Interaction programmes
Nexus Foundation Specialist (previously Ridgeview) School	Profound, Severe and Complex learning difficulties, including ASD.
Oakley School	1-1 inclusive provision training
Educational Psychologist,	Child development
Tonbridge Cottage Hospital	Speech and language therapy
Dolphin Centre	Physiotherapy/Occupational therapy

The cost of training requires budgeting within the notional SEN funding and Governors monitor the funding arrangements for SEN regularly.

### **13. The arrangements for consulting parents of children with special educational needs about, and involving them in, their child's education**

13.1 All parents of pupils at Crockham Hill CE Primary School are invited to discuss the progress of their children 3 times a year and receive a written report annually. In addition we are happy to arrange meetings outside these times.

In addition to this, parents of pupils with a statement of SEN (SSEN) or 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.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning subject to the age and level of understanding of the individual. A space for children's comments and their own chosen target will be included on the SEN plan/review where possible/appropriate.

15. 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.

**15.1 Complaints policy**

If the complaint relates to the day-to-day running of the school, the interpretation of school policies, the actions or inactions of staff at the school, the SEN policy as determined by the Governing Body, the actions or inactions of the Governing Body or the Headteacher then normal arrangements for the treatment of complaints at Crockham Hill CE Primary School apply. Please see our Complaints Policy for full details available on the website

## **15.2 Unresolved complaints**

As part of the complaints procedure the governing body may involve a disagreement resolution service or mediation service. 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.

## **15.3 Concerns regarding outcomes of local authority decisions regarding Statement of SEN/Education Health and Care plan**

There are some circumstances, usually for children who have a Statement of SEN / 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.

## **16. How does the governing body involve outside agencies, (such as health and social services, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and in supporting their families?**

### **16.1 SENDCO release time**

The SENDCO currently receives one morning a week to work specifically on SEN issues with the school. This provides time to liaise and meet with parents and outside agencies. The SEN Governor monitors whether the SENDCO has access to the necessary bodies and reports to the governing body with any recommendations to ensure appropriate staffing and funding arrangements are in place to allow the SENDCO access to outside agencies.

### **16.2 Links with agencies**

The SEN Governor monitors the SENDCOS involvement with outside agencies. Recently the SENDCo has been in liaison with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service and Education Psychology Service at an additional cost.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Early Help support through Social Services.
- 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, etc
- Membership of professional networks for SENDCO eg NAS, SENDCO forum, AEN Meetings and Local SENDCo Forums.

18.3 The governors have a legal duty to cooperate with the local authority with regards to establishing the local offer. The SENDCO will consult with the local authority and other government bodies when it seems necessary to coordinate SEN in an area.

## **17. Contact details of support services for the parents of pupils with special educational needs. (Parent Partnership Services)**



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. They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412 412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**18. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education**

**18.1 Transferring schools**

At Crockham Hill CE 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 pupils' onward destination by providing information to the next setting.

Pre-school to school	Pre-school visits are undertaken where possible. My Unique Progress form and any reports/assessments are passed onto school. Transition to school meeting takes place with all adults supporting pupil invited. This includes Specialist Teaching Service, Speech and Language Therapy Service and Early Years support Team. A transition plan is agreed at this meeting. Senior Leadership reviews any possible accessibility issues.
Y6-Y7	Y7 tutor and Secondary School SENDCo visit school. Pupil information is shared by Y6 teacher and SENDCo. Additional visits are arranged if agreed by parents. An optional transition programme is offered by secondary school.
Mainstream to Special	At the annual review, in consultation with parents and County, it must be agreed that a special school is the appropriate placement for the pupil by all present. Once a place has been secured, a transition meeting is arranged and a plan is put in place by the new school. Visits are arranged and can be accompanied by any key worker from Crockham Hill CE Primary School who has worked directly with the pupil in a 1-1 context.

**19. The local authority's local offer**

19.1 The local offer is the special educational provision which the local authority expects to be available in its area taking into account what is available from all the providers of education, including mainstream and specialist provisions.

19.2 The local authority's local offer is published on the Kent website and a link is provided at [www.crockhamhill.kent.sch.uk](http://www.crockhamhill.kent.sch.uk). Parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

Approved by the GB on .....

Next review in Autumn 2018

Appendix 1 – Key Responsibilities of the SENDCo

Appendix 2 – SENP Provision Plan

Appendix 3 – SEND Action Plan

## **Appendix 1 – Key Responsibilities of the SENDCo**

### **Teaching and learning**

1. Share most effective teaching approaches for pupils with SEND and support class teachers in providing Quality First Teaching.
2. Monitor teaching and learning of SEND children to ensure they are making progress in line with expectations and that teaching provision meets their needs.
3. On transition of a SEND child to another school, ensure close liaison with them to ensure continuity of support and learning.

### **Recording and assessment**

1. Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
2. Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
3. Set up systems for screening pupils at “point of entry” identifying, assessing and reviewing provision for SEND children once identified.
4. Update the Headteacher and SLT on the effectiveness of provision for pupils with SEND.
5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Run EHCP review meetings and meet with parents of other SEND children alongside the class teacher so they keep parents informed about their child’s education and to allow parents suitable involvement.

### **Leadership and Management**

1. Ensure the school SEND register is up to date and all stake holders are fully informed about support programmes in place/planned.
2. Ensure individual provision maps are constantly monitored and reviewed and shared with parents at the end of each term (x3).
3. Ensure class provision maps are constantly monitored and reviewed 6x per year.
3. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of QFT taking ownership of additional provision and the progress children (with SEND) make in their class/teaching group.
4. Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
5. Provide training opportunities for learning support assistants, teachers and other stake holders to learn about SEND and work with other colleagues to deliver training on specific intervention programmes.
6. Disseminate good practice in SEND across the school.
7. Identify resources needed to meet the needs of pupils with SEN and advise the Headteacher of priorities for expenditure.
8. Contribute to Senior Leadership Meetings on the effectiveness of SEND provision in the school and be prepared to share this information with other stake holders.

9. Take the lead in liaising, co-ordinating and managing all external support offered to school locally and from the agency.

### **Standards and quality assurance**

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend and participate in open evenings and student performances, if deemed necessary.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Attend team and staff meetings if it is felt appropriate and by agreement.
7. Develop links with specialist teachers, other SENDCos, outside agencies and other schools.

**Appendix 2 – Blank Class Provision Plan**

**Appendix 3 - SEND Action Plan**