The Craylands School

SEN Information report and

SEN&D Policy

Issued on September 2019

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:

- Behaviour Policy,
- Equalities Policy,
- Child Protection (Safeguarding) Policy,
- Complaints Procedure.

This policy was developed with the AENCo, Senior Leadership team, staff and the Governing body SEND monitoring pair. It will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in

mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

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

At The Craylands School we can make provision for every kind of frequently occurring special educational need without a Education, Health and Care Plan, for instance dyslexia, dyspraxia, dyscalculia, speech and language needs, autism (ASD), learning difficulties, behaviour difficulties, ADHD, visual and hearing impairments. 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: Speech and Language disorder, SEMH, cognition and learning, Charge syndrome (multi-sensory impairment), Autism, ADHD and Visual Impairment. 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 The Craylands School we monitor the progress of all pupils six times a year (currently however this is due to be reviewed in light of Ofsted framework) to review their academic progress. All teachers use Assessment for Learning strategies for continuous assessment, however, we also use a range of more formal assessments with all the pupils at specific points:

- Y1 phonics screening - end of year 1, year 2 re-test for those that don't pass in year 1
- Speech link – as required,
- Infant language link-on entry to Reception class and as needed
- Junior language link – as needed
- Read, Write inc assessments
- KS1 and KS2 SATs,

- Optional NFER assessments for year 3, 4 and 5.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are reading comprehension booster, numeracy booster, writing booster, SPAG booster, Better Reading, Fuzz Buzz, Toe by Toe, 123maths (Previously the power of 2 and Plus 1), the 5 minute literacy box, the 5 minute numeracy box, spelling made easy, speech and language support, 1:1 reading, Time to Talk, Talk Boost, BEAM, BEAM+, Read, Write inc one to one tutoring, before school group support for literacy and numeracy, counselling, Lego therapy and The Box of Feelings.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at specific areas. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At The Craylands School we are experienced in using the following assessment tools

- The British Picture Vocabulary Scale (BPVS III),
- The Neale analysis of reading,
- The Aston Index,
- SALFORD reading test,
- Schonell reading and spelling test
- Language link.
- Speech link
- Visual stress assessment

In conjunction with the above assessment tools we have access to external advisors:

- Specialist Teachers in Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction and Physical and Sensory Impairments
- Speech and Language Therapist

These specialists are able to use more focused and in depth assessment tools including:

- Ravens Coloured Progressive Matrices
- Bracken Basic concept scale Revised
- Test of Phonological Awareness from the 'Sound Linkage' programme by Peter Hatcher
- Vernon Graded Word Spelling Test
- Single Word Reading Test 6 – 16 Helen Foster National Foundation for Educational Research.
- British Ability Scales (BAS3)
- York Assessment of Reading Comprehension (YARC),

- Working Memory Test Battery for Children (WMTB-C)
- Pre-school CELF, RAPT

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

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

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

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

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

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

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The 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 six times per year (currently however this is due to be reviewed in light of Ofsted framework). In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at The Craylands Primary are set out previously in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

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

> *3c the school's approach to teaching pupils with special educational needs*
> High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. 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)*

In The Craylands school the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice
www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx
developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments such as regular one to one tutoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At The Craylands Primary 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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning: The recently newly built KS2 building is DDA compliant. There is a lift, disabled toilets upstairs and downstairs and good access to the building. The main building also has disabled access and there are 2 disable spaces in the car park. Steps are clearly painted to ensure that they are visible for those pupils with VI. The curriculum is designed to meet individual needs of children, for instance at the start of a new mathematical concept, an assess and review lesson is planned to establish where individual children are and work is planned according to their starting point. We allow parents with disabilities to use the car park for drop off and collections. The school amends the behaviour policy to make rewards more accessible for those with disabilities that contribute towards struggles in ensuring best behaviour and we provide CPD for staff members working with children with new additional needs

The Craylands School has identified that the following aspects of the school need to be improved:

- CPD in lego therapy
- Increasing the number of SEN children who attend extra curricular sessions
- Ensuring VI child is able to access the upstairs of the new building safely

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (KCC's Schools Funding Forum is currently developing a system for this which was implemented in April 2015).

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 The Craylands School 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 The Craylands 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 and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this particular area, we can provide the following:

- access to a counsellor,
- access to a Pupil and parent support team,
- an external referral to CAHMs,
- time-out/designated space for pupil to use when upset or agitated,
- access to sensory/fiddle resources.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

The SENCO at The Craylands School is Mrs Y Stone, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Stone is available on 01322 388230 or ystone@craylands.kent.sch.uk. Her working days are Mondays, Wednesday, Thursday and Friday all day and Tues mornings.

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: ADHD, Autism, Kent Dyslexia Training, attachment disorder, Down syndrome, visual and hearing impairment, language for learning, Team Teach, behavioural, social and emotional needs Clicker 6, SEND strategies training, Differentiation and Foetal Alcohol Spectrum Disorder.
In addition all teaching assistants have had precision teaching, working memory training and Dyscalculia training.

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

Mrs Stone and Mrs Drake – Language for Learning
Miss Saunders – Early Years ASD
Mrs Poile – Supporting children with a visual impairment
Mrs Stone, Mrs Wilkinson and Mrs Cadden – Sensory Circuits training
Mrs Drake – Speech and Language therapy
Mrs Poile – supporting sight impaired children
Mrs Stone – Implementing the new code of practice
Mrs Stone – Solihull training
Mrs Stone – Meeting Mainstream core standards for pupils with SEMH
Mrs Stone – High Needs Funding Training
Mrs Stone – Social Stories
Mrs Poile – Supporting Pupils with a hearing impairment
Mrs Poile – Supporting Pupils with a sensory impairment
Mrs Wilkinson – Kent ASD Stage 1 Awareness raising
Mrs Stone and Mrs Cadden – Early Bird Plus
Mrs Poile - Kent ASD Stage 1 Awareness raising
Mrs Turner – Two day ADHD training for school staff
Miss DeSilva and Mrs Wheeler – Stage 1 training for supporting a pupil with a Visual Impairment
Miss Saunders – Talk Boost
Mrs Turner and Mrs Dodd - Children who can speak but don't
Mrs Hoadley – Speech, language and communication

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:

- An Educational Psychologist,
- A Speech and language therapist,
- An Occupational Therapist,
- A Physiotherapist,
- Specialist teachers for learning and physical impairments.

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 The Craylands School are invited to discuss the progress of their children on three occasions each year and receive a written report once per year. In addition, the school has an open door policy thus, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents of children with SEN three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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/her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at The Craylands School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, pupil and parent support team, SENCo,

Deputy Head or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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

There are some circumstances, usually for children who have 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to We are BEAMS a 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)

Kent Parent Partnership Service (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, Monday-Friday 9am-5pm
Office: 0300 412412

iask@kent.gov.uk

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 The Craylands 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 is a seamless as possible. Transition meetings are arranged between The Craylands School, pre-school setting, specialist teaching service and parents for pupils with identified SEN&D. School staff also visit these pupils in theses settings before transfer. For any pupils that have been raised with us we prepare a photo book of Reception staff and the environment.

We also contribute information to a pupils' onward destination by providing information to the next setting. Receiving schools are invited to annual reviews and in school reviews as appropriate.

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

The local authority's local offer is published on www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx

Parents without internet access are welcome to make an appointment with the SENCO or the Pupil and Parent Support team for support to gain the information they require.

Approved by the GB on 15th October 2019
Next review on……October 2020…….