



Special Educational Needs and Disabilities Policy

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| Approval Requirements | Full Governing Body |
| Approval/Ratification Date | May 2024 |
| Review date | May 2025 |
| Signed – Chair of Governors | |

Park Way Primary School

SEN&D Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

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:

Admissions Policy, Pupil Behaviour & Discipline Policy, Equal Opportunities Policy, Safeguarding & Child Protection Policy, Home Learning Policy, Complaints Policy, Anti-Bullying Policy and Accessibility Plan.

This policy was developed by staff at Park Way Primary School in consultation with parents/carers, representatives from the governing body and parents of children with special educational needs and 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 (2015, p 15)*

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 (2015, p16)*

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

At Park Way Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, dycalculia, ADHD, speech and language needs, mental health support, autism, Asperger’s syndrome, attachment, learning difficulties, behaviour difficulties and visual impairment. 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: autistic spectrum disorders, sensory and physical needs, social, emotional and mental health difficulties, cognition and learning difficulties & communication and interaction difficulties. 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 Park Way Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. These include: Y1 phonics screening (May/June), speech link (as appropriate), language link (September for Year R and as appropriate in all other year groups), Key Stage 1 SATs (May), Year 4 Multiplication Tables Check (June) and Key Stage 2 SATs (May).

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:

- Read, Write, Inc 1:1 tuition
- Booster support in Literacy and Numeracy
- Volunteer Readers

- Forest School
- Pre-teaching
- Key Skills Booster e.g handwriting, times tables, spelling etc.
- Speech and Language Support
- Social Skills groups
- Pastoral support
- Clever Fingers
- Drawing and Talking
- Memory Magic
- Precision Teaching
- Shoe Box Activities
- Bucket Time
- Visual resources to support learning and independence
- Personal laptops / iPads
- Fidget and Fiddle toys
- Support from the Umbrella Room
- Support from the Sensory Room
- Zones of Regulation

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Park Way Primary School we are experienced in using the following assessment tools: Verbal and Non-Verbal Reasoning, Boxall Profile, Strengths and Difficulties Questionnaire, Literacy and Numeracy Gap Analysis, Lucid Rapid Dyslexia Screen, Speech Link, Language Link, Suffolk Reading Test, BURT Reading Test, 100 High Frequency Words, British Picture Vocabulary Scales (BPVS), Expressive Vocabulary Test (EVT), Raven's Progressive Matrices, Visual Stress. We also have access to external advisors (Specialist Teaching and Learning Service (STLS), SEND Inclusion Advisor for Maidstone District, Speech and Language Therapists (SLT), Occupational Therapists, Physiotherapists and Educational Psychologists (EPs)) who are able to use a wider variety of assessment tools, including but not limited to: Auditory Sequential Memory, Vernon Graded Spelling Test, BASC-2 Student Observation System, Weschler Intelligence Scale for children (WISC-V), British Ability Scales (BAS 3), Behaviour Rating Inventory of Executive Function (BRIEF 2).

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 (personalised plan) and reviewed regularly, 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.

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 made, parents will be notified.

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

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

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

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

The *SEN Code of Practice (2015, 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 tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Park Way Primary School can be found listed under 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 (personalised 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 (2015, 6.37)

In Park Way Primary School the quality of teaching was judged to be good in our last Ofsted inspection (January 2015), which was maintained in our short inspection (November 2018), and the school is working closely with the Local Authority to improve this to outstanding.

We follow the Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>) advice 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 e.g. mentoring, small group teaching, small group and 1:1 intervention, use of additional resources within the classroom, 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 Park Way 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 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:

- de-cluttering classrooms to provide additional space for all learners,
- an accessible, larger main entrance to the school,
- increasing the space available for learning and intervention (The Lodge and Learning Zone),
- creating a Sensory Room,
- increasing staff training around behaviours and Rosenshine's Principles including scaffolding, questioning and retrieval practice,
- rolling programme of re-decoration across the school

and have identified that the following aspects of the school need to be improved:

- development of WC facilities in Upper Key Stage 2,
- additional spaces for children who need specialist sensory, therapeutic and/or wellbeing support

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 at least 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 class 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 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 Park Way Primary 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 Park Way 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: PHSE, Circle Time, Plenary of the Day, Class Conferencing, Zones of Regulation and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: pastoral support, social skills groups, Drawing and Talking, mentor time with a member of the senior leadership team, external referral to CAHMS or to counselling via Kent School Health, time-out space for pupil to use when upset or agitated etc.

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 Park Way Primary School is Miss Denise Hill, the Deputy Headteacher, a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications: BEd (Hons) and Attachment Lead teacher.

Miss Hill is available on 01622 753651, via the school website or office@park-way.kent.sch.uk / sen@park-way.kent.sch.uk

The school also employs an SEN administrator, Miss Lauren Hayes.

Miss Hayes is available every morning (until 12:30pm) on 01622 753651, via the school website or sen@park-way.kent.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training: behaviour management, Read, Write, Inc phonics training, Maths Mastery, GDPR, Mindfulness, Mental Health and Wellbeing, Online Safety, Zones of Regulation, Child Protection and Safeguarding, Microsoft Teams for Remote Learning, Microsoft 365 accessibility functionality, Supporting Pupils with SEMH Needs in the Mainstream Classroom, Prevent, White Rose Maths.

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

- Miss Denise Hill – termly Countywide SENCO Forums to keep abreast of new policy, training, resources and expectations, transition (pre-school to school & primary to secondary), EHC (Education, Health and Care) plan training, Attachment and Trauma, Proficiency in English assessment, The role of the Brain Function and How It Impacts Learning and Behaviour, Sensory Circuits, Wellbeing Toolkit, Pupil Anxiety, Designated Safeguarding Lead Person Refresher, Dyslexia, Clever Fingers, PDA (Pathological Demand Avoidance) awareness, Slideaway Bereavement Support, Self-Harm Awareness, SIMs SEN Module, Engagement Model training, Diabetes training, SEN Forum run by Maidstone STLS, Resilience Hub webinar, Introduction to the Mainstream Core Standards, Attachment Lead training, Team Teach training, Mainstream Core Standards for Subject Leaders, Precision Teaching training, Epipen awareness, Positive Handling training, Therapeutic Play, Inclusive Curriculum for Pupils with SEND – What does this look like beyond English and Maths, Retrieval Practice, termly LIFT meetings, SEN surgery for individuals, Year R STLS intensive support meeting
- Mrs Karen Dhanecha - The role of the Brain Function and How It Impacts Learning and Behaviour, Designated Safeguarding Lead Person Refresher, Mental Health Conference, Diabetes training, Team Teach training, Positive Handling training

- Mrs Sandra Rackley - Designated Safeguarding Lead Person Refresher, Year 6 Transition Project, Diabetes training, Team Teach training, Positive Handling training, Mainstream Core Standards for Subject Leaders
- Mrs Karen Abrahams – Speech and Language, PDA (Pathological Demand Avoidance) awareness, Mental Health and Young People, Attachment Lead training, Crossroads Young Carers networking, Designated Safeguarding Lead training
- Miss Natasha Churchill – Dyslexia Awareness
- Mr Matt Bowles – BEAM, Clever Fingers, Drawing and Talking Therapy, Supporting SEND in the Classroom, Towards Independence in Learning; covering social and communication skills, emotional resilience, SEN children planning, monitoring, understanding and managing their own learning, Forest School Lead, Precision Teaching training, Mainstream Core Standards for Subject Leaders
- Miss Ayesha Muddassir – Selective Mutism, Supporting Emotional Wellbeing, Creating a Nurture Friendly Classroom
- Miss Charlotte Beamish – Autism in Education, Team Teach training, Positive Handling training, Speech Bubbles, Retrieval Practice, Strategies to Support Struggling Readers
- Mr Richard Saunders – Mental Health First Aid, Diabetes training, Team Teach training, Positive Handling training, Mainstream Core Standards for Subject Leaders
- Miss Lauren Hayes – Getting Ready for LIFT, SEN Forum run by Maidstone STLS, ACEs Training, termly Countywide SENCO Forums to keep abreast of new policy, training, resources and expectations, Precision Teaching training and follow up Q&A
- Mrs Sonia Priestley – YouCan: Support Bereaved Children, YouCan: Support Young People to Break the Cycle of Self-Harm, YouCan: Promote Emotional Regulation in Autistic Children, Nuffield Early Language Intervention, Getting it Right for SEND & Behaviour in EYFS
- Mrs Diane Finnis - Nuffield Early Language Intervention, Therapeutic Play, EY Attachment training, Precision Teaching training and follow up Q&A
- Miss Abi Mayley - Nuffield Early Language Intervention, EY Attachment training, Positive Handling training, Precision Teaching training and follow up Q&A
- Mrs Dolores Lowerson - Nuffield Early Language Intervention, Mainstream Core Standards for Subject Leaders, termly STLS Year R Network meeting
- Miss Poppy Rackley – Therapeutic Play, Precision Teaching training and follow up Q&A
- Miss Jasmine Dann – Epipen awareness
- Mrs Pennie Revell – Epipen awareness
- Mrs Lisa Hendry - Positive Handling training, Precision Teaching training and follow up Q&A
- Mrs Sofi Mallon - Positive Handling training, Precision Teaching training and follow up Q&A
- Mrs Debby Healey – Speech Bubbles, ADHD training, Precision Teaching training and follow up Q&A
- Mrs Hannah Trusler - Getting it Right for SEND & Behaviour in EYFS, termly STLS Year R Network meeting, Year R STLS intensive support meeting

- Mrs Laura Relf – Speech, Language and Communication Needs, Precision Teaching training and follow up Q&A
- Mrs Diana Giles - Precision Teaching training and follow up Q&A
- Mrs Sherry Abdi - Precision Teaching training and follow up Q&A
- Mr Richard Dodd - Precision Teaching training and follow up Q&A
- Ms Taryn Stokes - Precision Teaching training and follow up Q&A, Drawing and Talking Therapy
- Mrs Debra Morris - Precision Teaching training and follow up Q&A
- Ms Lin Harris - Precision Teaching training and follow up Q&A, Counselling

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: Five Acre Wood Special School, Bower Grove Special School, LEAF, Specialist Teaching and Learning Services, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapist, ADHD Nurse, Virtual Schools Kent etc. 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 Park Way Primary School are invited to formally discuss the progress of their children on at least 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, 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 twice a 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 as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of 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 Park Way Primary School 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, then the Phase Leader and/or pastoral team and then the SENCO and/or Headteacher 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 an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

The governing body continue to engage with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service (STLS)
- Collaboration with LEAF (Five Acre Wood Teaching School)
- 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 SENCO eg NAS, SENCO forum, NASEN etc

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Park Way 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 will endeavour to visit children in their pre-school settings during the summer term prior to their entry to school. At these visits pastoral and academic strengths and difficulties are discussed to ensure that we are as prepared as possible for each child's admission to school. Year R staff along with the SENCO also attend the STLS transition 'Speed Dating' meeting to liaise with nursery colleagues. Where a child transfers to Park Way at any other time we will make contact with their previous school to ascertain as much as possible about their strengths and any areas of difficulty as well as meeting with their parents so that all views are obtained.

We also contribute information to a pupils' onward destination by providing information to the next setting. Staff from all local secondary and grammar schools visit Park Way to talk to children, class teachers and the SENCO to ensure transition from Primary to Secondary education is as smooth as possible. Additional visits, as necessary and appropriate, can be arranged for pupils so that they become familiar with the staff and environment of their next school. Year 6 staff along with the SENCO also attend the STLS transition 'Speed Dating' meeting to liaise with secondary colleagues. If a child is leaving Park Way to attend a specialist school the SENCO will liaise with the new school to enable a smooth transition.

From summer 2020 – When face to face transition either to or from Park Way becomes challenging due to circumstances beyond our control, such as the recent unprecedented situation with Covid-19, class teachers and the SENCO will work closely with other settings, nurseries and secondary schools to organise virtual visits, online meetings and other forms of communication to securely share as much information as possible to support the transition process. Additional support and information will also be provided to both children and families.

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

The local authority's local offer is published on

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

and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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Reviewed ...31/05/24.....

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