



SEN & Disability Policy/SEN Information Report

**BLEAN PRIMARY SCHOOL**

Date Agreed: March 2015

Reviewed: March 2023

Next review: March 2024

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 associated school policies which can be found on the school website at <https://bleanprimary.org.uk/kent/primary/blean/site/pages/schoolinformation/policies> (Hard copies of all policies are available on request)

Associated policies include: Behaviour Policy, Equality and Diversity Policy, Accessibility Plan, Safeguarding Policy, Home Learning Policy, Complaints Policy, Anti Bullying Policy.

More information about Inclusion and support for SEN can be found on the Inclusion section of our website.

A wide range of information about services available to 0-25 years with Special Educational Needs and disabilities can be found on Kent's Local Offer via the link:

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

This policy was developed with representatives from Kent Local Authority, local SENCOs and in consultation with members of our school community including: staff, parents and governors. 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)*

## **Our values, vision and aims for children with Special Education Needs and Disabilities**

At Blean Primary School our vision is to shape all children to be physically and mentally healthy; we wish for them to develop a love for learning, be morally and socially responsible and gain high outcomes. High priority is placed on ensuring children's physical and mental wellbeing are met. The Blean community strives for high aspirations for all its pupils, so they grow as confident, well-rounded pupils and use this grounding well in later life, regardless of their need or background.

Our full and rich curriculum, underpinned by our school values (Resilience, Resourcefulness, Responsibility, Curiosity and Collaboration) along with its excellent range of experiences strives to ensure that every pupil at Blean makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

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

At Blean 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/Developmental Co-ordination Disorder, Speech and Language needs, Autistic Spectrum Conditions, learning difficulties and behaviour difficulties. These special educational needs are within the four broad categories of need set out in the SEN COP:

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health difficulties
- Sensory and/or Physical Need

We will seek to support children's needs in collaboration with specialist teachers or health professionals where appropriate. Our pupils may have 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 to help us meet these needs.

The school also currently meets the needs of pupils with more complex needs who have an Education, Health and Care plan with the following kinds of special educational need:

- Speech and Language Disorder
- Autistic Spectrum Disorder
- Concentration and Attentional Difficulty
- Learning Difficulty
- Social, Emotional and Mental Health

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. Identifying and Assessing Pupils with SEN**

At Blean Primary School we monitor the progress of all pupils throughout the year to review their academic progress. Pupils identified with a SEND (Special Educational Need /Disability) and those who meet the criteria for Pupil Premium are tracked as separate groups.

We use a range of assessments with **all** the pupils at various points. These include:

- Baseline assessments of Early Years pupils carried out in term 1.
- Tracking of the progress of all Year R pupils through the Early Learning Goals along with regular phonic checks.
- Language and Speech Link Screening for Year R pupils to identify any potential language difficulties (and on a needs basis for other years)
- Phonics assessments each term from Year R to Year 2 (and on a needs basis for other years.)
- Year One Phonics Screening
- Teacher Assessments ( 3 x per year ) in Reading, Writing and Maths (Years one to six) using our whole school assessment system.
- Spelling Punctuation & Grammar (SPAG) Teacher assessments (3 x per year) from years 2 to 6
- CATS (Cognitive Ability Tests) Reasoning Assessments in Year 5.
- Reading Tests three times during the year from Year 1 to Year 6.
- Maths Tests three times during the year from Year 1 to Year 6.
- Tables Check in Year 4

More detailed information about assessment at Blean can be found in our Assessment Policy and our Assessment Schedule on the school's website.

<https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/assessment>

Where children are not making adequate progress even if special educational need has not been identified, we consider carefully the barriers to learning through a systematic process. Following this we may need to put in place extra support to enable the pupil to catch up through our provision mapping process.

Examples of extra support include discussions at Pupil Progress Meetings, Observations and monitoring by the Senior Leadership Team.

Additional interventions may include:

- Language Link Programme Intervention groups
- Speech link Programme Intervention
- Additional Phonics support e.g. synthetic phonics based on the school program (Nina Birch), Word Shark (ICT programme) , Toe by Toe – a structured multi-sensory programme.
- Additional Reading Support e.g., TRUGS – Teaching Reading Using Games, BRP- Better Reading Partnership Intervention Programme
- Additional Maths support e.g., Catch Up Maths Intervention Programme, Plus One programme, Power of Two Programme

- Sensory Circuits, Write Dance, Clever Fingers – gross and fine motor skills programmes
- Social Skills/ Communication Skills groups

A whole school provision map available on the school website provides further details of the range of resources we have at Blean School to support children.

<https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/inclusion>

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 of assessment tools to determine the cause of the learning difficulty. The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

At Blean Primary School we have experience in using the following assessment tools:

- Wide Range Intelligence Test (WRIT)
- Dyslexia Portfolio Screening Tool
- Visual Stress Assessment
- Salford Reading assessment (accuracy & comprehension)
- York Early Reading Assessment
- York Assessment of Reading Comprehension (YARC)
- Phonological Awareness Battery (PHAB)
- British Picture Vocabulary Test (BPVS)
- Detailed Assessment of Handwriting (DASH)
- Sandwell Early Numeracy Assessment
- Sandwell KS2 – KS3 numeracy Assessment
- Dyscalculia Screening Assessment.
- CTOPP – Comprehensive Test of Phonological Processing
- Word reading efficiency assessments

In addition, we use a range of tools and checklists along with classroom and playground observations.

The 'Continuum of Assessment' document which clarifies the assessments available and who is responsible. This can be found on our website under assessment.

We also have access to external advisors who are able to use specialist assessments where appropriate and in accordance with referral criteria.

- Early Help screening – Early Help Practitioners (via Early Help district conversations or through completing a request for support via the Digital Front Door- this will be completed by school staff alongside parents.)
- Advice and recommendations from a professional forum via LIFT (Local Inclusion Forum Team)
- Specialist teacher assessment /observations accessed through LIFT (Local Inclusion Forum Team)
- Special school outreach service accessed through LIFT
- Specialist Language assessment via referral to Speech and Language Therapy Service

- Cognitive assessment – Educational Psychologist
- Developmental assessment (up to 7 years) – Community Paediatrician
- Co-ordination and Perceptual Assessment – Occupational Therapist
- Autistic Spectrum Disorder (ASD) /Attention Deficit (ADHD) /Social Emotional Mental Health (SEMH) Assessment via CYPMHS (Child & Young Person Mental Health Services) referral subject to criteria provided by the North and East London Foundation Trust (NELFT)
- Private therapists: Counselling.
- School Health Assessment

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, these pupils are deemed as needing SEN support. Findings and recommendations from assessments both in school or through external professionals will be shared with parents, put into a SEN support plan (Individual Learning Passport) where appropriate, reviewed regularly, and refined / revised if necessary.

This process is named the ‘Graduated Approach’ and involves cycles of assessment, planning, implementation and review to fully explore the profile of children and what they need to succeed. This is demonstrated visually below.

The class teacher working with the SENCO carry out a clear analysis of the pupils needs. Parents experience and the view of specialists may be sought at this point.



Where decided to provide a pupil with SEN support, the parents MUST be formally notified. The teacher and SENCO should agree in consultation with the parent the reasonable adjustments, interventions and support to be put in place with clear dates for review.

The class teacher should remain responsible for working with the child in a daily basis. Even if not delivering the intervention Class Teachers still remain responsible for the child. Teacher’s and Teaching Assistants should work closely to assess the impact of intervention and how they can be linked to classroom learning.

The effectiveness of support and intervention and the impact on the pupil’s progress should be reviewed in line with agreed date. In light of reviewing the impact staff and parents make changes to provision and plan new steps.

**Your child has been placed on the SEN Register- what does this mean?**

Children who require SEN support will:

- Work towards a clear set of personalised targets, these targets are holistic and will include both academic and developmental targets.
- Targets are planned and reviewed by the Class Teacher supported by the Inclusion Lead.
- These targets will be shared with parents and carers and in an appropriate way with the child themselves.

The Special Needs Register is reviewed by the Inclusion Lead in conjunction with Class Teachers twice a year in December and June. 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.

At Blean Primary School we understand that some children may not fully meet the criteria for SEN Support. However, they may still be receiving a large amount of support through Quality First Teaching alongside some targeted intervention. We monitor the progress of these children closely and use the in school called 'Monitoring'. This allows us to be sure that any child who should be moved to SEN Support can do so as soon as necessary.

### **3a. How does the school evaluate the effectiveness of its provision for pupils with Special Educational Needs?**

Each review of the Individual Learning Passport (appendix 1) will be informed by the views of the pupil, parents and class teacher and the assessment information from teachers which will show whether adequate progress is being made. Progress includes areas other than academic e.g. social or emotional skills/physical skills.

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 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 provision plans which identify longer term outcomes, supporting strategies and small steps targets will also be reviewed through 'In year meetings' with parents.

### **3b. What are 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 3 times a year. Progress made by all children is discussed by the class teacher and a senior leader at Pupil Progress Meetings at regular intervals throughout the year. In addition to this, pupils with special educational needs may have additional assessments in line with their needs. The assessments we use at Blean Primary School are referred to in section 2 and are set out in the 'Continuum of Assessment' document which can be found on our website.

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

### **3c How does the school teach 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)*

To support our staff, we provide continual professional development, this involves keeping up to date with developments within the area of SEND both locally and nationally and also to ensure we respond to the needs of our pupils. For teachers new to the profession we use the Early Career Framework, the purpose of this package aims to, ‘... support all pupils to succeed and seeks to widen access for all. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) code of practice, and children in need of help and protection as identified in the Children in Need Review.’ (DFE, 2019:4)

#### **What is Quality First Teaching?**

The children at Blean Primary School receive high quality personalised teaching through excellent targeted classroom teaching; this is known as Quality First Teaching. This may include specific and targeted group work. Our staff have the highest possible expectations for all our pupils; our teaching is based around building upon what our pupils already know, can do and understand. Teaching Assistants work with a range of children to support development. A range of approaches are provided for pupils so they can be actively involved in creating meaningful learning experiences.

The most recent OFSTED inspection (March 2016) judged the overall quality of teaching, learning and assessment to be outstanding. In regard to pupils with SEND: ‘Pupils with special educational needs or disability achieve very well. The school manages provision excellently’.

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

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

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one and group support, peer support, precision teaching, alternative methods of recording, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’. There is an emphasis on developing independent learners.



### **3d How does the school adapt the curriculum and learning environment for pupils with Special Educational Needs?**

At Blean 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 Senior Leadership Team and Governors are continuously making improvements as part of the school's accessibility planning (see Accessibility Plan 2021-2024). These improvements include a planned cycle of staff learning, purchasing of specific resources and specific curriculum focus and strategies. (Please refer to the School Plan and Premises Plan)

At Blean Primary School there is:

- A Sound Field system in one classroom in each year group and also in the School hall
- A Disabled toilet with shower
- Automated doors to the entrance of the school and at planned points throughout the building along with widening of paths and ramping to ensure access to our 'Studio' where music and drama lessons take place.
- Posts have been installed by the flight of stairs in the main corridor to allow safe access for wheelchair users.
- In 2016 -17 a purpose-built care suite was built which includes a bed and hoisting equipment.
- The outside areas of the EYFS and Key Stage 1 areas have been developed to support active learning.
- Our library is a vibrant environment and is used to promote a love of reading.
- School is proud to have a designated sensory room.

Each subject Leader has an action plan where key priorities are identified.

The school has achieved the Parent Partnership Award.

From September 2022, in line with new statutory guidance, Blean Primary School adopted the Engagement Model to support our children who have the complex needs. This gives professionals a model with which to assess pupils who are not engaged in subject specific study. The Engagement Model focuses on 5 areas: exploration, realisation, anticipation, persistence and initiation. This model celebrates the strengths of the pupil and enables us to reflect on the bespoke curriculums we offer to our pupils with the most complex needs.

### **3e. What additional support for learning 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.

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. KCC's Schools' Funding Forum has developed a system – 'High Needs Funding' which the school can apply for in cases where a very high level of resource is needed to support pupils with more complex needs (subject to criteria)

### **3f. 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?**

All clubs, trips and activities offered to pupils at Blean 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. We will seek to make reasonable adjustments and we will liaise with parents to consider how we can overcome any potential barriers. Where appropriate an individual risk assessment will be written.

### **3g What support is available for improving the emotional and social development of pupils with Special Educational Needs?**

At Blean Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance:

- PSHE (Personal Social & Health Education)
- A 'worry box' in classrooms
- Promotion of Learning Mindset throughout the school
- Speaking and Listening
- Social skills groups
- A Social Emotional Learning (SEL) Curriculum based in Zones of Regulation and an accompanying toolkit to support all children development.

and indirectly with every conversations adults have with pupils throughout the day.

For some pupils with a greater need for help in this area we also can provide the following:

- Learning Coach (member of staff to act a mentor)
- Access to Cloud Zone (staffed supportive environment during lunchtime)
- Access to the school's trained Emotional Literacy Support Assistant (ELSA)
- Access to counsellor
- Social Stories
- Time out space to use when upset or agitated
- Referral to Early Help or CYPMHS- Child & Young Person's Mental Health Services (subject to referral criteria)
- Referral for support to the Schools Health Service. Through Mental Health support (The Inclusion Lead is a trained Youth Mental Health First Aider.)
- The school has a member of staff who is an accredited Drawing and Talking Therapist.

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.

We have a Pupil- Parent Mentor who engages with parents/carers to provide early intervention, support and guidance to increase engagement with the school and improve learning outcomes for pupils. The Parent- Pupil Mentor works closely with the Inclusion Lead to initiate, facilitate and encourage pupil participation during recreational sessions to ensure high levels of well-being.

In 2017 the school invested in the training of a member of our support team to become an accredited Emotional Literacy Support Assistant (ELSA)

The ELSA works with identified pupils in the afternoon sessions and liaises with parents and teachers. A dedicated and resourced room has been established for ELSA support work.

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

The SENCO/Inclusion Lead at Blean Primary School is Miss Nicki Llewellyn who is an experienced teacher (BA Hons) and has completed the NPQML qualification. In line with national requirements Miss Llewellyn has completed the Post Graduate Certificate in Special Needs and National Award for SEN Coordination and a Post Graduate Diploma in Pastoral Leadership. Miss Llewellyn accesses training on a wide range of Special Educational Needs and is a member of NASEN (National Association of Special Educational needs)

Miss Llewellyn works Monday to Friday and is available on 01227 471254 or [senco@blean.kent.sch.uk](mailto:senco@blean.kent.sch.uk)

The school employs a Higher Level Teaching Assistant with a specific focus on Inclusion. As part of this role, the HLTA works directly with pupils assessing and supporting needs. He takes a lead role in co-ordinating the 'Catch Up' Maths intervention programme.

#### **5. What are the expertise and training of staff in relation to children and young people with Special Educational Needs and how will specialist expertise will be secured?**

Blean Primary School invests in a wide range of ongoing training opportunities for all staff (teachers and TAs) using a range of external training consultants and also via In House training from senior staff.

Teaching Assistants access continued professional development from in house training 6 x year run by the Deputy Head Teacher and Inclusion Lead and externally if appropriate, via professional training. The school also accesses training via EduCant – a collaboration of 6 local schools of which Blean is a member. Staff training has included:

- During the academic year 2018/2019 Teaching Assistant staff received in house training in the following areas: phonics, supporting children with writing, The SEND Code of Practice, and Inclusive PE.
- In the academic year 2018/2019 staff also received training from external providers such as Specialist Teacher Service; this took the form of either large group training or targeted training to support those working on interventions with specific children on: Language Through Colour, supporting children with visual perception difficulties and supporting children with SEMH needs with creating a 5 point scale. All staff were trained in de-escalation strategies and positive handling in January 2019.
- In the academic year (19/20) Teaching Assistant staff had training in house linked to developing phonics knowledge and intervention in all Key Stages. In Addition to this the Headteacher and Inclusion Manger have delivered sessions linked to positive behaviour management through weekly TA

Meetings. Teaching staff also had a series of sessions based on supporting the learning of Maths and using Manipulatives presented by the Maths Lead.

- In addition to this, all teaching and support staff accessed an online training module created by King's College London on Understanding ADHD. This was followed by another session in the academic year 20/21 by a session delivered by the Inclusion Lead entitled Supporting children with ADHD in School.
  - In the academic year (2020/2021) teaching staff have had training delivered by the Inclusion Lead on the draft Mainstream Core Standards and support staff have continued to access CPD via the Canterbury Specialist Teaching and Learning Service who have produced a range of narrated PowerPoints.
  - Teaching Assistants received training on the 2<sup>nd</sup> November 2020 around the use of Google Classroom to support remote learning and all staff had input delivered remotely by Literacy Consultant Nina Birch around spelling, phonics and writing conferencing. EYFS colleagues also attended phonics input presented by the school phonics lead.
  - Training around the Zones of Regulation Curriculum was delivered by the Inclusion Lead in April 2021
  - Our Maths Lead introduced a Pre-Teaching program to Support Staff and this was delivered to half of the Teaching Assistants. The second round of training is to be delivered this academic year.
  - In the current academic year, a staff learning session was delivered by the Inclusion Lead and staff worked together to begin work on a SEL progression rubric. This was followed by sessions with Teaching Assistants in which the creation of an SEL toolkit was initiated.
- In light of the changes to the DfE guidance around the teaching of early reading and phonics, a wide range of staff have received training from Nina Birch a literacy consultant her phonics program which we deliver.
- An inset day was dedicated to challenging stereotypes around diversity and inclusion and staff worked together to look at the curriculum and challenge ideas such as implicit bias.
  - The guest speaker at the annual staff conference was Dr Debra Kidd, who spoke about creating diverse and inclusive curriculums which engage all children.
  - The Pupil Parent Mentor and Inclusion Lead have attended training from the Local Authority on supporting children with Anxiety Based School Avoidance.
  - We have accessed training through the Local Offer and have a member of staff who is being trained via STLS to become an Autism Champion.
  - Inclusion Lead completed a Post Graduate Diploma in Pastoral Leadership in Summer 2022.
  - Headteacher and Inclusion Lead delivered training based on Neurodiversity and Behaviour
  - School sought support from STLS to deliver training to all staff on Girls with Autism.
  - Nina Birch has continued to deliver training for staff on phonics and writing conferencing.

More training for staff will be provided following input on SEND updates from the Local Authority and the formal publication of the Kent Mainstream Core Standards by the Inclusion Lead throughout the year.

All school Staff have accessed training on Safeguarding/Child Protection. This is repeated on an annual basis at the beginning of the school year. We have 'mop up' sessions for new members of staff who may join the school mid-year.

Training needs are regularly updated in line with the needs of the children, staff and school development plan.

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 St Nicholas Special School- Outreach teachers, Specialist Teachers (Specialist Teaching and Learning Service), Educational Psychologists, Speech and Language Therapists,

Occupational Therapists, Physiotherapists, Dyslexia Specialists. The cost of training is covered by the notional SEN funding.

The school also works closely with Specialist Nurses (e.g. Diabetes Team) to ensure the needs of children with specific medical conditions are met.

## **6. How is equipment to support children with Special Educational Needs obtained?**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will explore purchasing it via the notional SEN funding, or seek it by loan in liaison with health professionals. Specialist equipment may include Specialist Chairs/Seating, Specialist desks/Sensory equipment. The school has purchased two specialist chairs (Breezi , Teezi Chairs) from its own resources. More routine equipment e.g. sloping desks /sit n move cushions will be available from the schools' own resources.

For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

## **7. How does the school consult parents of children with Special Educational Needs about, and involve them in their education?**

All parents of pupils at Blean Primary School are invited to discuss the progress of their children at regular intervals throughout the year and receive written feedback via reports. The cycle is:

- Term One – Meet the Teacher
- Term 2 – Parent Consultation
- Term Three – Report
- Term 5- Parent Consultation
- Term Six – Open Evening and Summative Report

In terms 2 and 5 additional parent consultations with the Inclusion Lead are offered, these are in addition to teacher consultations and 'in year' meetings to children with Personalised Plans.

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 three times per year. This includes consultations at Parent meetings.

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 the graduated cycle of Assess, Plan, Do and Review.

For those pupils with a higher level of need and where external agencies are involved, we will set out information about their needs and support in an Individual Learning Passport or an individual provision plan. Parents and pupils will have input into this.

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

### **8. What are 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, if appropriate, the pupil will be consulted with 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 earlier years with the young person taking more responsibility and acting with greater independence in later years. The Individual Learning Passport which sets out information about the pupil has a section where the pupil and parent views are documented and this feeds into planning and support.

### **9. What are 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 Blean Primary School are used for complaints about provision made for special educational needs (refer to Complaints Policy). We encourage parents to discuss their concerns with:

- Their child's class teacher
- The Parent - Pupil Mentor- Mrs Justine Gibbens
- EYFS Leader- Mrs Lorraine Watson
- The Inclusion Lead/SENCO – Miss Nicki Llewellyn
- Assistant Head Teachers- Mrs Lynda Prior and Miss Nicki Llewellyn
- Deputy Headteacher- Miss Kara Satterley
- Headteacher- Ian Rowden

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 Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **10. How does the governing body involve 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 has engaged with the following bodies:-

- Free membership of LIFT (Local Inclusion Forum Team) for access to Specialist teaching and learning service and Special School Outreach teachers.

- An amount of money allocated within the budget to purchase the service of an Educational Psychologist
- Links to Disabled Children’s Service for support to families for some pupils with high needs
- Access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Links to support groups are available to parents via our website and through information provided in the local authority ‘Local Offer’.
- Membership of professional networks for SENCO eg The Inclusion Lead is a member of NASEN (National Association of Special Educational Needs), Canterbury SENCO Forum and has links with the Canterbury Dyslexia group.

**11. What are the contact details of support services for the parents of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Information, Advice and Support Kent (IASK) offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. They empower parents to play an active and informed role in their child’s education. Information about this service can be found at [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask) and for the current IASK support leaflet please click the link below.

[http://www.kent.gov.uk/data/assets/pdf\\_file/0009/12420/About-the-Kent-Parent-Partnership-Service.pdf](http://www.kent.gov.uk/data/assets/pdf_file/0009/12420/About-the-Kent-Parent-Partnership-Service.pdf)

They can be contacted on

**HELPLINE:** 03000 41 3000

**EMAIL:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

The Kent Local Offer also provides information about a range of support services such as Independent Support Kent, Family Advice Service for disabled children and their families, Kent Parent Carer Forum. Parents can access this link via the school website which also provides links to information and advice on a range of SEN.

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

**12. What are 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 Blean 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.

Arrangements include:

- Teacher (and Inclusion Lead where appropriate) visits to Nursery
- Transition Days within school e.g. Teddy Bears Picnic
- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Pre-school settings, Specialist Teachers/Health Professionals and parents to gather information and to plan for additional support needed. This may include: additional visits, transition meetings, supports such as Social Stories/Visual supports.

- Within school and between phases, we identify children who may be vulnerable at transition and work with parents to put in additional supports e.g. Social stories, additional visits.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, Inclusion Lead and secondary SENCO at which further supports may be planned.
- Annual Review Meetings (for pupils EHCP) are also used to plan for and support transitions.

### **13. Where can information about the Local Authority's 'Local Offer' be found?**

The local authority's local offer is published on

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

Parents without internet access should make an appointment with the Inclusion Lead or Pupil Parent Mentor for support to gain the information they require.



Appendix 1- Example of an Individual Learning Passport



**INDIVIDUAL LEARNING PASSPORT. BLEAN PRIMARY SCHOOL**

<b>Name</b>		<b>Class</b>		<b>Date</b>		<b>Level of need:</b>
		<b>Year</b>				

**Strengths and Interests**

**Barriers to Learning**

**Support Arrangements**

**Supporting Strategies**

**External Specialist Support**

**Pupil View**

I would like you to know that...

I find it difficult to....

It would help me if you could...(practical strategies and tips)

I will help myself by...

**Parent View:**

What would you like to tell us about your child's needs?

What target would you like your child to work towards?

Expected Outcomes	Provision /Frequency	Review Date:

**Cc: INCLUSION LEAD/SEN FILE/PARENT**