



# Special Educational Needs and Disabilities Policy and Information Report

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## 1. Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- SI 2014 1530 SENs and Disability Regulations 2014
- Part 3 Duties on Schools – SENDs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEND 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 other relevant Trust and school policies including the following: Accessibility, Child Protection and Safeguarding, Behaviour Management, Complaints, Single Equality Information and SEND – Key Information for Parents and Carers.

This policy was developed with the teaching staff, including teaching assistants, members of the Governing Body and parents. The policy will be reviewed annually.

## 2. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she has a:



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- significantly greater difficulty in learning than the majority of others of the same age; or
- 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 SEND Code of Practice (2015, p 15)

### 3. 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' SEND Code of Practice (2015, p16).

### 4. SEND provision at Rosherville

At Rosherville Church of England Academy we can make provision for every kind of frequently occurring SEND without an Education, Health and Care Plan - for instance dyslexia, dyspraxia, speech and language needs, Autism, ADHD, learning difficulties and social and emotional difficulties. There are other kinds of SEND which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of several children with an Education, Health and Care plan. Decisions on the admission of children with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for children without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with SEND.



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## 5. Identification and assessment of children with

### SEND

At Rosherville Church of England Academy we monitor the progress of all children termly to review their academic progress. We also use a range of assessments with all the children at various points e.g. Y1 phonics screening, speech link, language link, spelling age, reading age and gross and fine motor skills.

Where progress is not sufficient, even if a SEND has not been identified, we put in place extra support to enable the child to catch up. Examples of extra support are same day interventions, Talking Partners at Primary Programme, Precision Teaching, speech and language support, fine and gross motor skills support such as Fizzy Fingers and BEAM.

Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these children, and in consultation with parents, we will use a range assessment tools to determine the barriers to learning. At Rosherville Church of England Academy we are experienced in using the following assessment tools: GL Dyslexia, Renfrew, Salford Reading, Visual stress, BPVS, Speech Link, Language Link, Language For Thinking, Sandwell Maths, BEAM and Boxall Profile.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared and discussed with parents and where possible the child. As a result, any special educational provision which is additional and different to what is normally available will be put into a Personalised Learning Plan (PLP).

This is reviewed and revised regularly in consultation with parents. At this point we will have identified that the child has a special educational need.

If the child 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 child as having a special educational need. If the child is able to maintain good progress without the additional and different resources he





or she will not be identified with a special educational need. When there is any change in identification of SEND parents will be notified. We ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used.

## 6. Provision for children with SEND

### 6.1 How the school evaluates the effectiveness of its provision for children with SEND

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

The SEND 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

### 6.2 Arrangements for assessing and reviewing progress of children with SEND

Parents of all children identified as having SEND will have the opportunity to meet the child's class teacher/SENDCO at least three times per year. For children with an Education, Health and Care Plan there will be a formal annual review of the provision made for the child, which, wherever possible, will also include other agencies involved with the child and 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.

Every child in the school has their progress reviewed regularly. In addition to the whole class assessments and reviews, children with SEND may have more frequent assessments of progress towards targets on their personalised learning





plans. The results of these will inform any necessary adjustments to their personalised learning plan and provision.

### **6.3. Approach to teaching children with SEND**

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. 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 children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered

#### **SEND Code of Practice (2015, 6.37)**

At Rosherville Church of England Academy the quality of teaching was judged to be 'good' in our last Ofsted inspection. We follow 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. one to one interventions, group interventions, same day interventions, pre-teaching, SEND augmented support assistants and classroom assistants in every class. These are delivered through the funding provided to the school as 'notional SEN funding'

### **6.4. How the school adapts the curriculum and learning environment for children with SEND**

At Rosherville Church of England Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for children with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies set out in Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under



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review the staff have made the following improvements as part of the school's accessibility planning: an exciting topic based curriculum and relevant staff training including Autism and ADHD, Precision Teaching, Talking Partners at Primary, Team teach, Sensory Circuits, BEAM, Colourful semantics, Speech and language, Makaton, EAL support, Intensive Interaction, Zones of Regulation, Rosenshine's Principles of Instruction and de-escalation training.

## **6.5. Additional support for learning that is available to children with SEND**

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 children requiring SEND support. The amount of support required for each child to make good progress will be different in each case and is discussed at SEND and Pupil Progress Meetings. In very few cases a very high level of resource is required. The current funding arrangements require schools to provide up to £6000 per year of resource for children with high needs, and above that amount the Local Authority provide top up to the school. In these cases, with the consent of parents, and with approval from the Headteacher, the SENDCO will apply to KCC for additional funding.

## **6.6 Enabling children with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND**

All clubs, trips and activities offered to children at Rosherville Church of England Academy are available to children with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity.







## **6.7 Support available for improving the emotional and social development of children with SEND**

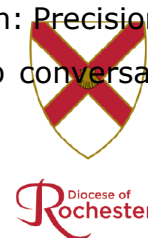
At Rosherville Church of England Academy we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills through a variety of means, for instance, working with our family liaison officer, through our Zones of Regulation programme and our PSHE curriculum, having access to quiet areas and support at play time and lunch time and indirectly with every conversation adults have with children throughout the day. For some children with the most need for help in this area we also can provide the following: social skills groups, personalised workstations, additional quiet or time out areas, personalised visual resources, comic strip conversations, Lego Therapy, work with our Emotional Literacy Support Assistant (ELSA), access to counsellors, mentor time with a member of senior leadership team and external referral to the Kent Health Team or Children and Young People's Mental Health Services. Children in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately.

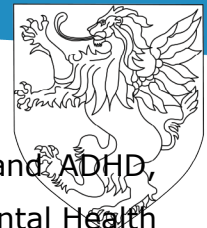
## **7. SEND Co-ordinator (SENDCo)**

The SENDCo at Rosherville Church of England Academy is Mrs Tracy Macfarlane who is a qualified teacher and holds the National award for SEN Co-ordination. Mrs Macfarlane works two and a half days a week and can be contacted by email [send@rosherville.kent.sch.uk](mailto:send@rosherville.kent.sch.uk) when not in school.

## **8. Expertise and training of staff in relation to children with SEND and how specialist expertise is secured**

All teachers and teaching assistants have had the following awareness training: Safeguarding, SEND overview, Zones of Regulation, Autism, ADHD, Makaton, de-escalation as well as speech and language and EAL support. In addition, enhanced and specialist training has been undertaken by specific staff in: Precision Teaching, Talking Partners, Anxiety based school refusal, Comic strip conversation, social





stories, BEAM, Sensory Circuits, Understanding Autism, Asperger's and ADHD, Selective Mutism, Depression: A compassionate view, Team Teach, Mental Health First Aid, ELSA. Where a training need is identified beyond this we will find a provider who is able to deliver it. Examples of training providers we can approach are, Educational Psychologist, Specialist Teaching Service, Speech and language therapist, occupational therapists, physiotherapists etc. The cost of training is covered by the notional SEN funding.

## **9. How equipment and facilities to support children with SEND is secured**

Where external advisers 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.

## **10. Consulting children with SEND and their parents - involving them in their provision and education**

All parents of children at Rosherville Church of England Academy are invited to discuss the progress of their children twice a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all children will access some additional teaching support to help them catch-up if progress indicates that this is necessary; this will not imply that the child has SEND. All such provision will be recorded, tracked and evaluated by Class Teachers. If, following this, 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. We then continue with the graduated approach – a four-part cycle of assess, plan, do, review. From this point onwards the child will be identified as having SEND because special educational provision is being made. Parents will be formally notified of this. Children with SEND will have their provision recorded, tracked and evaluated on a personalised learning plan.





When a child has been identified to have SEND because special educational provision is being made for him or her, the child will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents will also be actively supported to contribute to assessment, planning and review. 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.

## **11. Support for looked-after and previously looked-after children with SEND**

The designated teacher for looked after children is our Inclusion Manager and SENDCo, Mrs Tracy Macfarlane. She will work with all teachers to ensure that they understand how a looked-after or previously looked-after pupil's circumstances and their SEND may interact and what the implications are for teaching and learning. Pupils who are looked-after or previously looked-after will be supported in much the same way as other children with SEND but will also have a Personal Education Plan (PEP) and the Inclusion Manager will ensure that the PEP and PLP are consistent and complement each other.

## **12. Treatment of complaints from parents of children with SEND concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Rosherville Church of England Academy are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with the class teacher, SENDCO, Deputy Head or Executive Head 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 (SEN 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.

### **13. Involvement of other bodies in meeting the needs of children with SEND and supporting the families of such children**

The governing body have engaged with the following bodies:

- Free membership of Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- Access to the School Health Team and Kent Health Needs
- Access to the Early Help services
- Access via the NHS to Occupational Therapy and Physiotherapy Services for children with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team
- Professional networks for SENDCOs e.g. NAS, SENDCO forum, NASEN etc.

### **14. Contact details of support services for the parents of children with SEND**

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 SENDs and to children and young people up to age 25 who have a SEN or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to SENs 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 and to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

Helpline: 03000 41 30 00, available Monday to Friday, 9am to 5pm



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

Address: [Shepway Centre, Oxford Road, Maidstone, ME15 8AW](#)

Telephone: 03000 413 000

Web site: [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## **15. Supporting children with SEND transferring between phases of education**

At Rosherville Church of England Academy we work closely with previous and onward educational settings prior to transfer in order to make the transfer as seamless as possible. We attend District transition meetings as well as individual meetings with other settings.

## **16. The Local Authority's local offer**

The Local Authority's local offer is published online <https://www.kent.gov.uk/education-and-children/special-educational-needs>.

Parents without internet access or who need assistance should make an appointment with the SENDCO for support to gain access to any information they require.



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