

# Marden Primary School

## SEN Policy and Information Report



**Approved by:** Governing Body

**Last reviewed on:** January 2020

**Next review due by:** January 2021

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- The policy has been developed with families and members of the school community as is reviewed as part of our regular annual cycle.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- 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

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Zoe Wright.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governors**

The SEN governors are Kim de Haan-McFie and Fi Brooker.

The SEN governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

At Marden Primary School we will make provision for every kind of frequently occurring special educational need and/or disability without an Education, Health and Care Plan, such as dyslexia, dyscalculia, dyspraxia, speech and language needs, Autistic Spectrum Disorder, Asperger's Syndrome, sensory processing difficulties, social communication difficulties, learning difficulties and emotional difficulties. There are other kinds of special educational needs and/or disabilities which do not occur as frequently and with which the school is less familiar, but should the need arise (i.e. a new child being admitted to the school or a new diagnosis), we would 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 who have Autistic Spectrum Disorder, Asperger's Syndrome or Global Delay. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. Should the Local Authority decide that a child on our roll should have a special school named on their Education, Health and Care Plan, we will continue to provide appropriate support until they transfer.

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.

If a child comes into the school with a Statement of Special Educational Needs this will be transferred to an Educational Health Care Plan using the guidance issued by Kent during a transfer review meeting.

### 5.2 Identifying pupils with SEN and assessing their needs

At Marden Primary School we monitor the academic progress of all pupils six times a year using a combination of standardised assessments and teacher assessments. These assessments identify pupils whose progress:

- 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 the child and their peers

We also use a range of assessments, such as the year 1 phonics screening, Speech Link, Language Link and the Foundation Stage Profile, at various points throughout a child's school career to monitor their progress in other areas.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where progress is not sufficient, even if special educational needs and/or disabilities have not been identified, we put in place extra support to enable the pupil to catch up. This extra support could be in the form of additional support in class or as out of class interventions. We try to limit out of class interventions where possible to reduce the amount of class learning time missed.

Extra support may include:

- Targeted maths and English support during lessons from class teachers and TAs
- Surgeries with class teachers to address issues identified in lessons
- Reading booster, individually and in small groups
- Maths booster, individually and in small groups
- Writing booster, individually and in small groups

- Phonics booster, individually and in small groups
- 1:1 tuition with class teachers and Senior Leaders
- Speech Link (sound production support) with SEN TA
- Language Link (expressive and receptive language development) with SEN TA
- BEAM (gross motor skills programme)
- Clever Fingers (fine motor skills programme)
- Lego Therapy (social communication support)
- Mentoring from Middle and Senior Leaders
- Pastoral support
- Social communication skills group
- 1:1 emotional resilience development
- Sensory Circuits
- Behaviour Groups

Interventions are tailored to meet individual needs as required, so these examples are based on current needs. Each class has a provision map identifying their current interventions, which is reviewed at each half term and then updated three times a year in conjunction with the SENCo and Head teacher.

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. At Marden Primary School we are experienced in using the following assessment tools:

- Speech Link (sound production)
- Language Link (expressive and receptive language)
- Ravens Matrices
- Coloured Progressive Matrices (non-verbal ability)
- Crichton Vocabulary Scale (verbal ability)
- British Picture Vocabulary Scale – Third Edition (vocabulary acquisition)
- Expressive Vocabulary Test 2 (expressive language)
- Lucid Rapid Dyslexia Screener (cognitive indicators of dyslexia)
- GL assessment dyslexia portfolio
- Boxall Profile (emotional and behavioural difficulties)

We also have access to external advisors such as Occupational Therapists and Speech Therapists via NHS referral, Specialist Teachers and Educational Psychologists through the Local Inclusion Forum, and a school funded Speech and Language Therapist. They are able to use the following assessment tools, amongst others:

- Movement Assessment Battery for Children
- The Developmental Test of Visual Motor Integration
- The Short Sensory Profile Questionnaire

- Clinical Evaluation of Language Fundamentals
- Children’s Communication Checklist
- Pre-School Language Scale
- South Tyneside Assessment of Phonology
- Test for the Reception of Grammar
- Boehm Test of Basic Concepts
- Knowledge of Common Sequences
- Vernon Graded Spelling Test
- BURT Reading Test

Referrals are completed by the SENCo, Miss Wright, and parental consent is always sought.

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 the class provision map, reviewed regularly and revised if necessary. At this point we will have identified that the pupil has special educational needs and/or disabilities 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 special educational needs and/or disabilities. 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 and/or disabilities. When any change in identification of SEND is changed parents will be notified.

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

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All parents of pupils at Marden Primary School are invited to discuss the progress of their children twice a year and receive a written report once a year. Parents of children with SEN are invited to attend an additional meeting, in accordance to requirements in the SEND Code of Practice. 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.

If following this normal provision improvements in progress are not seen, we will use internal assessments to help us address these needs. We may also contact parents to discuss accessing external assessments or advice. If a child is receiving support that is over and above Quality First teaching and they are not making progress in line with age related expectations then they will be identified as having special educational needs and/or disabilities because special educational provision is being made. 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.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

At Marden 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. Foundation Stage staff liaise with all Pre School settings and additional meetings, which may include the SENCo, are arranged when needs are identified.

We also contribute information to a pupils' onward destination by providing information to the next setting. Where a child has identified SEND we inform the secondary schools prior to transfer, and then the SENCo meets with a representative from the secondary school in the summer term. Additional meetings may take place if children have Statement of Special Educational Needs or Education, Health and Care Plan. A representative of the Secondary school is invited to the child's last annual review at primary school.

Should the Local Authority decide that a child on our roll should have a special school named on their Statement of Special Educational Needs or Education, Health and Care Plan, we will work closely with the new school to ensure that their transfer is personalised to meet their individual needs.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils 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 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 SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*



We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. See the website for further details: <http://www.kelsi.org.uk/policies-and-guidance/inclusion-and-achievement-documents>.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments such as one to one tutoring, small group teaching, use of ICT software, visual prompts, pre-teaching vocabulary and the use of physical resources such as pencil grips and sloped writing surfaces. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 a year of resource for pupils with high needs, and above that amount the school can apply for High Needs Funding from the Local Authority to provide top up funding.

We provide the following interventions:

- Targeted maths and English support during lessons from class teachers and TAs
- Surgeries with class teachers to address issues identified in lessons
- Reading booster, individually and in small groups
- Maths booster, individually and in small groups
- Writing booster, individually and in small groups
- Phonics booster, individually and in small groups
- 1:1 tuition with class teachers and Senior Leaders
- Speech Link (sound production support) with SEN TA
- Language Link (expressive and receptive language development) with SEN TA
- BEAM (gross motor skills programme)
- Clever Fingers (fine motor skills programme)
- Lego Therapy (social communication support)
- Mentoring from Middle and Senior Leaders
- Pastoral support
- Social communication skills group
- 1:1 emotional resilience development
- Sensory Circuits
- Behaviour Groups

## **5.7 Adaptations to the curriculum and learning environment**

At Marden 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 and/or disabilities. This prevents pupils with Special Educational Needs from being treated less favourably than other pupils. 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 put in place the following as part of the school's accessibility planning:

- Appointment of a part-time SENCo (Wednesday, Thursday, Friday)
- The SENCo has completed the 'National Award for Special Educational Needs Co-ordination'
- Training provided by SENCo on supporting children with SEN in class, including adapting resources, effective use of TAs, Speech and Language strategies etc.
- Specialist training of support staff delivering intervention programmes.
- Use of Assessment for Learning, including an agreed charter.
- Training in the use of manipulatives in maths (for which additional resources have been purchased including numicon).
- Large scale visual images such as playground markings.
- Visual timetables in all classes.
- Laptops provided for children who find writing difficult as part of their provision.
- Early intervention support from the local authority accessed for families who need additional support.
- Communicate In Print – a programme that uses pictorial representations for words.

### **5.8 Additional support for learning**

We have thirteen teaching assistants and a teacher who are trained to deliver interventions such as Sensory Circuits BEAM, speech and language programmes, Direct Care (NVQ) and Team Teach. Teaching assistants will support pupils on a 1:1 and small group basis.

We work with the following agencies to provide support for pupils with SEN:

- Specialist teaching service based at Five Acre Wood School
- Children's Therapy Service at Heathside House
- Art Therapist
- Counsellor
- Private speech and language therapist

### **5.9 Expertise and training of staff**

Our SENCo is a qualified teacher and has completed the National Award for SENCo.

She manages SEN provision on Wednesday, Thursday and Friday.

We have thirteen teaching assistants, including two teaching assistants who support pupils 1:1 and one teacher who delivers personalised provision across the school.

Last academic year, staff received training on dyslexia and speech and language. These areas will continue to be the focus of training this year. In addition, the following members of staff have received the following enhanced and specialist training:

Sarah Beckett (deputy head) – DSL, Team Teach

- Laura Chown (deputy head) - DSL
- Jen Ward (CT) – ADHD Awareness, Sensory Circuits, Dyslexia Awareness and Boxall Profile training

- Zoe Wright (SENCO)- Language for Learning, Drawing and Talking therapy, ASD and ADHD Awareness, Dyslexia friendly classrooms, selective mutism, Boxall Profile training, sensory processing difficulties, speech sound production and refusers to returners training.
- Esther Fuggle (SEN TA) – BEAM, Sensory Circuits, Direct Care (NVQ), Team Teach, Care Plans and Risk assessments for children with physical disability and/or complex needs
- Alex Malins (TA) – Sensory Circuits
- Adam Townsend (Teacher) – Sensory Circuits
- Robert De-Keyzer (Teacher)-Sensory Circuits
- Fiona Glennon An introduction to TEACCH
- Rebecca Meville An introduction to TEACCH, Sensory circuits and Selective mutism
- Candice Dady (PP champion)- Grief and loss and undertaking counselling training

The following members of staff have specialist experience:

- Adam Townsend (teacher) – worked with disability groups to access outdoor experiences
- Esther Fuggle (SEN TA) – worked closely with Physiotherapists to deliver therapies in school, experienced supporting with people with brain damage, end of life care, experienced supporting children with difficult behaviour and ASD, part of the Gypsy community.

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, the Local Authority (through LIFT or the service level agreement for CPD), local special schools including Five Acre Wood and Goldwyn Foundation School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

### **5.10 Securing equipment and facilities**

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.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term at pupil progress meetings
- Reviewing the impact of interventions
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

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

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

- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

At Marden Primary School we take every step possible to ensure that pupils with Special Educational Needs are treated equally in line with all pupils at the school. All clubs, trips and activities offered to pupils at Marden Primary School are available to pupils with special educational needs and/or disabilities 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

At Marden 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 via PSHE lessons, mentoring, pastoral support, social groups 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 mentor time with member of the middle or senior leadership team, external referral to ChYPS (formerly CAMHS) and a time-out space for pupils to use when upset or agitated.

The school recognises that these children often have most difficulty at lunch time and a middle or senior member of staff is always on radio call should a need arise. A sanctuary has also been established during lunch times where they can play with the guidance. We have a zero tolerance approach to bullying.

Pupils in the early stages of emotional and social development because of their special educational needs and/or disabilities 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. Our pupil premium champion works closely with our vulnerable children and their families, enabling them to access a range of services and resources.

### **5.14 Working with other agencies**

Marden has access to external advisors such as Occupational Therapists and Speech Therapists via NHS referral, Specialist Teachers and Educational Psychologists through the Local Inclusion Forum. These agencies provide regular in-school support in delivering personalised programmes to pupils. There is a school funded Speech and Language Therapist in place to meet this growing area of need. School can access support for pupil well being through the Front Door as required.

### **5.15 Complaints about SEN provision**

The normal arrangements for the treatment of complaints at Marden Primary School are used for complaints about provision made for special educational needs and/or disabilities. We encourage parents to discuss their concerns with the following people to resolve the issue before making the complaint formal to the Chair of the governing body:

- class teacher
- phase leader
- SENCo, Zoe Wright (Wed-Fri)
- Deputy headteachers, Sarah Beckett (Mon-Wed) or Laura Chown (Mon-Fri)
- Headteacher, Tracy Thomas

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 contacted through the Local Authority. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of Special Educational Needs or 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 under this category can not be investigated by the school.

#### **5.16 Contact details of support services for parents of pupils with SEN**

Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs and/or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**Helpline:** 03000 41 3000 (Mon-Fri 9am to 5pm)

**Office:** 03000 412 412

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

**Website:** <http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/Information-Advice-and-Support-Kent>

#### **5.17 Contact details for raising concerns**

*Zoe Wright (SENCo)*

*Laura May (Deputy Headteacher)*

*Tracy Thomas [headteacher@marden.kent.sch.uk](mailto:headteacher@marden.kent.sch.uk)*

*Kim de Haan-McFie and Fi Brooker (SEN Governors) [office@marden.kent.sch.uk](mailto:office@marden.kent.sch.uk)*

#### **5.18 The local authority local offer**

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.

### **6. Monitoring arrangements**

This policy and information report will be reviewed by SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **7. Links with other policies and documents**

This policy links to our policies on:

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Homework Policy

- Complaints Policy
- Teaching and Learning Policy
- Admissions Policy