



Special Education Needs and Disability Policy

School Policy

Reviewed: November 2021

Agreed By: FGB

Date: 8th December 2021

Last Review: November 2021

Next Review: November 2022



Our Vision:

We believe in the potential of every child regardless of background or individual needs as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

Summary

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

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the 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 the following school policies

Behaviour Policy, Equality Objectives, Child protection Policy, Complaints Policy, Anti-bullying Policy, Online Safety.

This policy was developed with teaching and support staff, representatives of parents of children with special educational needs and members of Friends at Langafel (Parent Association). Governors were also involved. The policy will be reviewed annually.

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:

- (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. *SEND Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEND 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 (2014, p5)*

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

At Langafel CE Primary School we are fully inclusive. We make provision for every kind of frequently occurring special educational need for pupils without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism spectrum disorder, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autism spectrum disorder, speech, language and communication needs, social emotional and mental health needs and physical difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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

2 Information about the policy for identification and assessment of pupils with SEND

At Langafel CE Primary we monitor the progress of all pupils two to three times per year to review their academic progress and we discuss this within school at pupil progress meetings. As well as statutory assessments, we also use a range of assessments with all the pupils at various points to ensure appropriate support is in place, including: Speech Link, Language Link (reception class), Little wandle phonics assessments (KS1), Cognitive Ability Testing (CATs – Year 5)

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Small group targeted support
- Nuffield Early Language Intervention (NELI) 1-1 and small groups
- Speech sounds intervention 1-1 sessions
- Attention autism 1-1 and small groups
- Daily phonics intervention programmes
- Multi sensory spelling
- Clicker 8 reading and writing assistive technology
- Various reading schemes including Big Cat (linked to Little wandle)
- School counselling / Therapeutic play
- Social communication and friendship skills groups



- Social stories
- Lego therapy
- Total communication approaches: Objects of reference / Photographs / Symbols (Communicate in Print) and where appropriate Makaton
- Clever fingers – fine motor skills
- BEAM and BEAM PLUS gross and fine motor skills
- Sensory Circuits
- Thrive
- Transition support

We keep abreast of new evidence based interventions, when new material is available we ensure that staff are trained and deliver to children, continually monitoring the impact on a child's progress. For example, last year we enrolled to take part in training to deliver a NELI (Nuffield Early Language Intervention) with our reception aged children, this began in January 2021 and has continued into year 1. We recognise in the current climate, the importance of mental health and well-being. As such we are trained in and affiliated with Kent Education Psychology on their Mental Health and Well-being Framework. The framework consists of four strands: A positive school community, social and emotional learning for all students, parenting support and education and early intervention for pupils experiencing mental health difficulties.

A huge part of our drive towards good mental health and well-being over the past four years has been through the delivery of the school 'Thrive' approach. Thrive draws on insights from neuroscience, attachment theory and child development to support optimal social and emotional development. The approach equips us as a school to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning. We have had extensive whole school training and we have three fully trained practitioners delivering individualised and small group thrive interventions. Our practitioners have also delivered 'Family Thrive' training for a group of parents. Further information about this intervention can be found at: <https://www.thriveapproach.com/>

Additionally we run a comprehensive transition programme, providing additional social and emotional support for a number of pupils transitioning to secondary school. It has proved successful and we have had positive feedback from schools, pupils and parents.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Langafel CE Primary School we are experienced in using the following assessment tools: Speech Link, Language Link, Lucid (dyslexia screening tools), Language for Learning, Visual Stress tests, Lueven scales (linked to well-being and involvement), Thrive assessment for social and emotional development, plus various assessment tools linked with resources listed above. We have access to external advisors who are able to use additional assessment tools. Advisors include specialist teachers, speech and language therapists and occupational therapists.



The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan. The SEND interventions will be recorded and tracked on our phase provision maps, however, if the child's needs persist and/or are more complex this will be written in a more detailed personalised plan with long term SMART outcomes and short term targets linked to strategies and interventions. The provision maps and personalised plans are reviewed three times per year, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

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

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

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

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

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

The *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

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Langafel CE Primary



School are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas. Individualised plans for children with significant SEN(D) needs are reviewed and shared with parents three times per year; this includes children with a personalised plan (no EHCP) and a provision plan (EHCP)

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

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We 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)*

In Langafel CE Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards [<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/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. precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by staff who receive training and continuous professional development to meet the needs of the children.

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

At Langafel CE Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning

- Improved the entrance to the school, perimeter fence, car parking and lighting
- Refurbished the YR outside area
- Provided funding for resources to enable the delivery of the new curriculum
- Provided training for new computer curriculum
- Enabled staff to access training for new curriculum ensuring they are clear and confident



- Replaced the roof in KS1 building and replacing windows where required throughout the school.
- CPD offered to all staff as part of the appraisal process
- Improved the library

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

As part of our budget we receive 'notional SEND 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 can offer is details on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school if successfully applied for.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Langafel CE Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Langafel CE 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 e.g. PSHE, (Social Emotional Aspects of Learning) individual pastoral support and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: Access to a counsellor or a play therapist, Thrive intervention, check-in or agreed talk time with a named member of staff, nurture club at lunch time, targeted sports clubs, external referral to Children and Adult Mental Health Service (CAMHS), time-out space for pupil to use when upset or agitated.

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

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

The SENDCo (Deputy Headteacher, Inclusion) at Langafel CE Primary School is Victoria Baldwin, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination. Mrs Baldwin also



holds a Post Graduate Certificate in Autism and Aspergers and has recently been appointed as an Inclusion Leader for Education in Kent (ILE).

Mrs Baldwin is available on 01474 703398 (option 4) or via email: vbaldwin@langafel.kent.sch.uk

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

All teachers and teaching assistants have had the following awareness training Autism, Dyslexia and have had access to the Inclusion Development Programme training materials. All staff have had received Thrive training, autism training (introduction to SPELL) and use Team-Teach positive handling approach. All staff in SLIC have completed full SPELL training.

In addition staff have received the following enhanced and specialist training in therapeutic play, speech and language, ADHD, Lego therapy, Communicate in Print, Clicker 8 (an ICT programme.), BEAM, Moving and Handling.

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 Ifield School / SMILE centre, Kent Educational Psychologist Service, NHS Kent Integrated Healthcare team and Dartford Specialist Teachers.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Langafel CE Primary School are invited to discuss the progress of their children at least twice per year and receive a written report once per year. Where there is a need, we will always try to accommodate additional meetings outside of these times as required. 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 or personalised plan. Personalised plans are individualised and will be shared with parents.

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



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

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

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

The normal arrangements for the treatment of complaints at Langafel CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, Pastoral Lead, SENDCo (Deputy Headteacher, Inclusion) or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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

There are some circumstances, usually for children who have a Statement of SEND where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

The governing body have engaged with the following bodies:-

- Free membership of the Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service
- Link 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.
- Membership of professional networks for SENDCo's, the National Autistic Society, SENDCo forum.



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

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

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

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

In Dartford parents can seek advice through a well-established local charity BEAMS:

Office: +44 (0)1322 668501

E-mail: admin@wearebeams.org.uk

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

At Langafel CE 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. The SENDCo will communicate with a child's current placement and their parents to ascertain needs, difficulties and strengths before transfer occurs. If required, the SENDCo will visit the child's current placement. Pupils transferring from Early Years settings will have a placement meeting attended by parents, specialist teacher, representative from the setting, SENDCo and the class teacher.

We also contribute information to a pupils' onward destination by providing information to the next setting. Information regarding needs and strategies/support in place is passed to the receiving placement. If required the SENDCo will talk with the receiving school. When Year 6 pupils move onto secondary placements there is a well-established route of communication. Secondary representatives visit the pupils and meetings between staff are arranged if necessary. Year 5 and 6 pupils who we consider may be at risk of exclusion at secondary are highlighted to the Primary Inclusion Forum to initiate support as early as possible. We now run a comprehensive transition programme for vulnerable pupils in year 6 and follow up with pupils and their families into year 7.



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

The local authority's local offer is published on [Special educational needs and disabilities \(SEND\) - Kent County Council](#) any parents without internet access should make an appointment with the SENDCo for support to gain the information they require.