



CLAREMONT PRIMARY SCHOOL

SEN & DISABILITY POLICY

Reviewed by: Teaching and Learning Committee

Date: April 2017

Next review: Summer 2018

At Claremont School, we firmly believe in every child's right to reach their unique potential in an inclusive environment where all are equally valued. It is important to us that every child learns and achieves, and some may need individual attention to ensure that they make good progress. This policy sets out our provision for children with Special Educational Needs; how we will enable these children to realise their potential, and how we will work together with children and parents to achieve the best outcomes for all.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN 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 SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

- Behaviour Policy
- Policy for equal opportunities incorporating race, disability, our access plan and gender equality
- Child Protection Policy
- Policy for Effective Teaching
- Complaints Policy
- The Medical Needs Policy

This policy was developed in consultation with parents, pupils, staff and Governors at Claremont School and will be reviewed annually.

If one of the following questions is especially pertinent, please click on the link to go directly to the relevant section in the policy.

How does the school know if students need extra help with learning?

What should I do if I think my child has special needs?

How will I support my child?

How are the school governors involved and what are their responsibilities?

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

How does the school know how well my child is doing?

What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

How does the school manage the administration of medicines?

How will my child be able to contribute their views?

What specialist services and expertise are available at or accessed by the school?

What SEND training have the staff had or are currently having?

How will my child be included in activities outside the classroom including school trips?

How accessible is the school environment?

How will the school prepare and support my child when joining the school and transferring to a new school?

How are the school's resources allocated and matched to children's needs?

How is the decision made about what type and how much support my child will receive?

How do we know if it has had an impact?

Who can I contact for further information?

Who should I contact if I am considering whether my child should join the school?

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 in order for that child to reach their potential. They will have a specific area of need, whether emotional, educational or physical, which requires a significant adjustment to teaching or to the environment in order for the child to make progress.

The SEN 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

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 over a prolonged period; 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 (*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)*

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

At Claremont School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and social, emotional and mental health 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. Our role is to identify difficulties and suggest interventions to overcome these difficulties, but we can signpost parents to external experts who can provide specialist diagnoses when necessary, if this is thought to be of benefit to the child.

The school currently has a small number of pupils with an Education, Health and Care plan, including for autism and sensory impairments. Decisions on the admission of pupils with a Education, Health and Care plan are made by the Local Authority.

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

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

At Claremont School, we monitor the progress of all pupils consistently throughout the year, and formally three times a year with reports to parents three times a year. We use a range of assessments with all the pupils at various points, e.g. maths and literacy assessments, Y1 phonics screening, speech link which is used to assess all children on entry to Reception. Reports on your child’s progress will explain whether they are on track for Age related expectations (ARE) and what progress they have made since the last report.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Intervention groups, which are addressing specific gaps by pre-teaching or small group work with teacher or teaching partner, are seen as being part of high quality teaching and everyday good practice to enable the children to access the national curriculum. These Classroom based interventions will be reported to you in your child’s report. Interventions led by the SENCo and SEN team, addressing specific educational needs or emotional well-being, are reported on a separate report sheet and parents are informed before they happen by letter or in a meeting with the class teacher and/or SENCO.

Examples of extra support are booster groups in reading, writing or maths; speech and language groups; social communication skills' groups; Balance, Education and Movement (BEAM) groups; sensory circuits. Parents are encouraged to speak to their child's class teacher or the SENCO at any time if they have any concerns.

Some pupils may continue to make less than expected 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 Claremont School, the SENCO is a specialist teacher in specific learning difficulties and has numerous assessments to test for a range of needs, including phonological processing difficulties, difficulties with number, auditory and visual processing. We also have access to other assessments we might need, or external advisors, via the Local Inclusion Forum Team based at Broomhill Bank School. Parents will be informed in writing of the results of these tests, followed up by a personal meeting with the SENCO and the class teacher.

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. If significantly different or additional provision is deemed necessary at this stage, the pupil will be identified as having 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. Parents will be informed of this. A personalised provision plan (PPP), written with the pupil, will be put into place, which details the support necessary for the pupil to make progress. This will be reviewed three times a year, refined / revised if necessary and shared with pupils and parents. The pupil's view of their learning through the PPP is always recorded.

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.

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils

Each review of the Personalised Provision 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.

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 views of the child will be central to this process. 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 assessed three times a year, but pupils receiving intervention programmes may have more frequent assessments, using assessments listed in section 2 - The progress of all children in interventions or booster groups will be reviewed in detail by class teachers and the SENCO at Pupil Progress meetings, which are timetabled to take place three times a year. Using these, it will be possible to see if pupils are increasing their level of skills in key areas. Pupils' views of the intervention will also be valued and taken into consideration.

If these assessments do not show adequate progress is being made, the provision map will be reviewed and adjusted. Pupils' views will also feed into this process.

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At Claremont School, the quality of teaching is judged to be consistently good with all teachers expected to strive to exceed this, and to deliver exemplary elements in their teaching. 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 tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by teachers, Teaching Partners and occasionally by the SENCO herself. Any additional support necessary to meet the needs of pupils is financed through the funding provided to the school as 'notional SEN funding'.

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

At Claremont 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. We ask the pupils how they think they learn best.

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; all new building in the school including library/music

room, temporary classrooms, play areas and outdoor spaces has been compliant with the Disability Discrimination Act. The school has invested heavily in ensuring it meets the needs of Visually Impaired pupils and training of staff to support these needs. The curriculum has been subject to constant review since 2005 to ensure it engages and enthuses all pupils. We have trained teachers and teaching assistants in a range of special need types and interventions, and have purchased new resources, including laptops and ICT based interventions.

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

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer will be published on our school website. 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 provides top up to the school in the form of High Needs Funding which is applied for by the SENCo.

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 Claremont 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 Claremont 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, circle time, social communication skills' groups, growth mindset, 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 additional support, for example, access to a counsellor, mentor time with a member of the senior leadership team, external referral to Child and Adolescent Mental Health Services (CAMHS) or to the community paediatric team, time-out space for pupil to use when upset or agitated, lunch time clubs and friendship circles/social skills groups.

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

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

The SENCO at Claremont School is Mrs Claudia Street, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (2012) and also holds the following qualifications: B.A (Hons), PGCE, SpLD, M.A. (Education).

Mrs Street is available by email at senco@claremont.kent.sch.uk or by telephone on 01892 554690. Please contact her if you wish to meet with her and she will arrange a convenient time with you.

The SENCO is supported by a dedicated SEN governor who follows the progress and provision of children who are causing concern, and has yearly conferencing with pupils from each year group.

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 a range of awareness training in the past year, including training on dyslexia, dyscalculia, sensory processing and visual impairment. In addition to this, the SENCO is a specialist teacher in specific literacy difficulties (dyslexia).

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 Broomhill Bank School, where we can access advice, support and training via the Specialist teacher Service and the Local Inclusion Forum Team; The Dolphin Centre, Tunbridge Wells for physiotherapy and occupational therapy. Speech and Language therapy can be accessed through the service based at Tonbridge Cottage Hospital. The cost of training is covered by the notional SEN funding.

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

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

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

As mentioned above, all parents of pupils at Claremont School are invited to discuss the progress of their children three times/year. They also receive three reports a year. In addition to this, we are happy to arrange meetings outside these times if 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 class provision map. All parents are informed via reports of booster groups that their child is taking part in. Parents will be informed of concerns about a child's progress by their class teacher in the first instance. The SEN department will inform parents of specialist interventions

that their child has been invited to. Children's views of interventions will be regularly sought and taken into consideration to ensure that the child remains at the heart of the process.

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 may be identified as having special educational needs if significantly different provision becomes necessary, and the pupil and parent will be invited to the planning and reviews of this provision. Pupils and parents will be actively supported to contribute to assessment, planning and review.

In addition to this, pupils with an Education, Health and Care Plan and their parents 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 and pupils.

8. The arrangements for consulting children 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 Claremont School are used for complaints about provision made for special educational needs (see complaints policy on parent info section of website) We encourage parents to discuss their concerns with the class teacher in the first instance, as well as the SENCO, phase leader and then the Head-teacher, in order to resolve the issue before making the complaint formally through the complaints policy. Should a formal complaint be received and 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 and Health 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 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 the specialist teaching and learning service, as well as advice and strategies from other SENCOs.

- 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. The SENCO can directly refer children to these services, in accordance with their referral criteria.
- The SENCO can access the Early Help team who arrange support for families. This allows families to access support in varying areas from housing to parenting support.
- Membership of professional networks for SENCO e.g. SENCO forum, British Dyslexia Association.

11. 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)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs 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

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

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 Claremont 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 Reception class teacher visits all nurseries attended by pupils coming in to the Reception class, and Reception staff visit the homes of all new entrants. If a child has already received extra support in a nursery setting, the SENCO will also visit this setting and talk with staff there and any specialist teachers that have been involved with the child.

We also contribute information to a pupils' onward destination by providing information to the next setting. With parental and pupil permission, the SENCO will herself communicate with the SENCO of the new school, and can arrange extra familiarisation trips for the pupil if necessary.

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

The local authority's local offer is published on www.kent.gov.uk/education-and-children and parents, without internet access, should make an appointment with the SENCO for support to gain the information they require.

At Claremont we have a vision to 'let every light shine' in a school community where all members feel valued. We are committed to promote the education and welfare of children through positive promotion of equality, challenging bullying and stereotypes, and creating an environment, which champions respect for all. At all levels, the school is an inclusive community irrespective of race, disability, gender, faith and belief, sexual orientation or age. At Claremont we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.