



Claremont Primary School

A hub of educational excellence and innovation,
supporting and valuing everyone

SEND Policy (incorporating the SEND Information Report)

Responsible person	Clare Smith, SENco
Responsible governor	Carla van der Zanden, Beccy Barr SEND Governors
Responsible governor team	FGB
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Policy reference	Kent Model

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

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 and Disability; how we will support 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 2015
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Positive Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Supporting Children with Medical Needs Policy and the Teaching for Learning Policy.

This policy was developed drawing on the results of the annual survey of parents of children with SEND, ongoing discussions throughout the year with parents of children with SEND and regular meetings with the SEND governor. It will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

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 (2015, p16)*

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

At Claremont we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia, speech and language needs, ASD, ADHD, 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. 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 also currently meets the needs of a small number of pupils with an Education, Health and Care plan (EHCP) with the following kinds of special educational need: Communication and Interaction, Cognition and Learning, Physical and Sensory and Social, Emotional and Mental Health. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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

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

At Claremont we use the graduated approach, a spiral of support that develops from a four-part cycle of Assess, Plan, Do, Review. (Further information on the graduated approach can be found on the NASEN website.)

We monitor the progress of all pupils consistently throughout the year and formally three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points: maths and literacy assessments including their reading age, Y1

phonics screening and speech link, which is used to assess children in reception. Reports to parents are made three times a year and explain whether children are on track for Age Related Expectations (ARE) and what progress they have made since the last report. For some children with EHCPs, report templates are modified to reflect their EHCP targets.

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 the teacher or teaching partner, are part of everyday good practice to help children access the national curriculum. These interventions are reported to parents in their child's report. Children, including those with mild dyslexia, may be able to close the gap between themselves and their peers through the use of Quality First Teaching strategies or classroom interventions.

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 Claremont we are experienced in using the following assessment tools: GL Dyslexia Screener, the Test of Auditory Processing, the Phonological Assessment Battery 2, the Test of Visual Perception Skills, the Neale Analysis of Reading, Assessment of Comprehension and Expression and the British Picture Vocabulary Scale. We also have access to external advisors via the Local Inclusion Forum Team based at Broomhill Bank School. Parents will be informed in writing of the results of these assessments, followed up by a meeting with the Senco. We attempt to identify needs as quickly as possible. However, as part of the graduated response, it is important to give time to review the effectiveness of interventions before jumping to conclusions or giving incorrect labels.

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 being on SEN Support. A Personalised Provision Plan, written in consultation with parents and the pupil, will be put into place, which details the support necessary for the pupil to make progress. These will be shared with parents, reviewed three times a year, and refined or revised as necessary.

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 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.

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 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.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

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

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The 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 of reading age, spelling age etc. The assessments we use at Claremont are listed in Section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the Personalised Provision 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 SEN, including those with dyslexia. 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 (2015, 6.37)*

At Claremont the quality of teaching is judged to be outstanding.

We follow the Mainstream Core Standards (<https://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. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by teachers, teaching partners and the SEN team. Any additional support necessary to meet the needs of pupils is financed through the funding provided to the school as 'notional SEN funding'.

In addition, Claremont has gained accreditation as a dyslexia-friendly school. As part of this process, all teachers have received training on how to adjust teaching to suits the needs of all learners in the classroom by the British Dyslexia Association.

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

At Claremont 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 made the following improvements as part of the school's accessibility planning: all new building in the school, including the library and music room, temporary classrooms play areas and outdoor spaces have been compliant with the Disability Discrimination Act. Our creative curriculum operates on a three termly focus of Discover, Explore and Create to engage and enthuse pupils in cross-curricular learning and we actively promote outdoor learning across the curriculum. In addition, teachers and teaching assistants have been trained in a range of special need types and interventions and the school has purchased resources including laptops, iPads and ICT based interventions such as Clicker 8, Lexia, Reading Eggs, Mathseeds. As a Dyslexia Friendly School, we continue to employ the very best teaching strategies to enable all children to make progress in the classroom.

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 is on our whole school 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 in the form of High Needs Funding which is applied for by the SENCo as part of the graduated approach.

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 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, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, regular 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 through time-out in a safe space or the school's sensory room, access to lunchtime clubs, friendship circles/social skills group or a key worker, Drawing and Talking, Play therapy or access to the school counsellor.

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 is Mrs Clare Smith who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (2018) and also holds the following qualifications: BSc (Hons), Post Graduate Diploma (Psychology), MSc.

Mrs Smith is available on 01892 554690 or senco@claremont.kent.sch.uk. Mrs Smith works full time, but teaching commitments mean that she can be contacted on Monday, Wednesday or Thursday in the SEN office.

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 in each year group. Mrs Smith is also supported by Mrs Dee Hyder who is a specialist in dyslexia, Ms Rebecca Owens and Mrs Claudine Cerrini who provides administrative support to the team.

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 including training on dyslexia, dyscalculia and sensory processing.

In addition, staff have received the following enhanced and specialist training:

- Adverse Childhood Experience
- Wellbeing Toolkit
- Mental Health First Aid
- Supporting Children with Anxiety
- Relationships, Sex and Health Education for pupils with Special Educational Needs and Disabilities
- Emotional Literacy
- Meta-cognition
- Drawing and Talking

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 advice can be access 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

All parents of pupils at Claremont School are invited to discuss the progress of their children on three occasions during a year and receive a written report three times per year. 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. 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 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. The parents and pupil will then 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 an 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 Claremont are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, as well as the SENCO Mrs Smith or one of the Pastoral Leads and then the Headteacher to resolve the issue, before making the complaint formally through the complaints procedure. Should a formal complaint be received and it remains unresolved, 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 to State for all other cases.

There are some circumstances, usually for children who have a 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.

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 LIFT for access to specialist teaching and learning service, as well as advice and strategies from other SENCOs.
- A Service Level Agreement with Educational Psychology service for two school based reviews for the school year 2020-2021.

- 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, etc
- Membership of professional networks for SENCO such as NASEN and the SENCo forum, British Dyslexia Association.

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 2015, 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

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 into 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.

Transition meetings have occurred remotely during the COVID restrictions.

We also contribute information to a pupils' onward destination by providing information to the next setting. With parental permission, the SENCO will communicate with the SENCO of

the new school to support transition and to arrange extra familiarisation trips for the pupil where necessary.

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

The local authority's local offer is published on <https://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.