



# **SEN&D Policy**

**Date Reviewed: March 2020**

**Date Adopted: October, 2020**

**Date of next Review: March 2023**



## Briary Primary School

### SEN&D Policy

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

Children and Families Act 2014

0-25 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 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 Dec 2014

This policy should be read in conjunction with other relevant policies. It was developed with representatives from the Local Authority, the governing body, other SENCOs and parents / carers of children attending Briary School and 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 (2014)*

*(Special educational needs and disability code of practice: 0-25 years, January 2015, p. 15-16)*

In order to help schools accurately identify their SEN Support cohort, Kent County Council provides the following clarification of what constitutes SEN Support:  
*"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."*

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-support>

### **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)*

### **1 The kinds of special educational need for which provision is made at the academy**

At Briary 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, ADHD, social, emotional and mental health difficulties, learning difficulties and physical difficulties. There are other kinds of special educational need which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that we can make our best endeavour to meet these kinds of needs.

The academy also recently and/or currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Down Syndrome, Hearing Impairment, Cerebral Palsy, Auditory Processing Disorder, ASD, physical disability, global developmental delay. 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 Briary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various, age-related stages. These may include: YR screening, Y1 phonics screening, speech link, language link, spelling age, reading age, YARC data, NFER assessments and end-of key stage SATs.

Where progress is not sufficient, even if special educational need has not been identified, following discussion, through progress meetings, based on evidence from provision maps, we may put in place interventions to enable the pupil to catch up. Examples of extra support are small group or individual support from an additional adult within the classroom, individual reading programmes, literacy and numeracy interventions, phonics support, precision teaching, reading interventions, fine and gross motor skills development, supportive aids in lessons, speech and language programmes, social skills, Lego therapy, allocation of personal mentor, home contact books.

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 have access to a range of assessment tools, which we are experienced in using, to determine the cause of the learning difficulty. Where we feel the need is appropriate we have access to external advisors who are able to assess pupils on our behalf.

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 onto a provision map and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the academy 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 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 academy's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

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

Each review of the SEN 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, which may be social, physical or academic.

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

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 academy's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the academy has their progress tracked termly. In addition to this, pupils with special educational needs may have additional assessments in line with their needs. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the academy'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)*

In Briary School the quality of teaching is judged to be good and outstanding.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

In meeting the Mainstream Core Standards the academy employs some additional teaching approaches, as advised by internal and external assessments. E.g. one to one tutoring, precision teaching, small group teaching, mentors, use of ICT. These are delivered by additional staff employed through the funding provided to the academy as 'notional SEN funding'.

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

At Briary 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 SLT and Governors are continuously making improvements as part of the academy's accessibility planning. Any aspects of the academy that need to be improved are identified and shared with relevant staff. These aspects are then prioritised for change in the shortest possible time frame.

*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 academy 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. In a 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, providing a successful application is made. This is known as 'High Needs Funding'.

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

All clubs, trips and activities offered to pupils at Briary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the academy 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 Briary School we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both indirectly and through direct teaching.

For some pupils with the most need for help in this area we also can provide additional support such as 1:1 time in the nurture room (The Ark), mentors, social skills groups or referral to external agencies such as Early Help or CHYPMHS.

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 Briary School is Mrs Sarah Symons, who is a qualified teacher and holds the following qualifications: Advanced Certificate in SEN and has been a SENCO continuously since before 1 Sept 2009 so is not required to undertake the National Award for SEN Co-ordination.

Sarah Symons is available on 01227 373095 or [sarah.symons@briary.kent.sch.uk](mailto:sarah.symons@briary.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

Teachers and teaching assistants have received a range of relevant SEND training which is regularly updated in line with the needs in school and staff CPD. Further information regarding specific staff training can be obtained via the academy office.

In addition the academy also has a number of highly skilled members of staff who have received a range of higher level, more specific training.

Where a training need is identified beyond this we will endeavour to find a provider who is able to deliver it. Some of the training providers we can approach are, St Nicholas Special School, The Orchard School, Educational Psychologist, Speech and language therapist, specialist teaching and learning service. 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 academy does not have, we will purchase it using the notional SEN funding, or seek it by loan. For

highly specialist communication equipment the academy 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 Briary School are invited to discuss the progress of their children on two occasions a year and receive a written report once 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 which will be shared with parents three times per year.

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 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 academy*

The normal arrangements for the treatment of complaints at Briary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, team leader, SENCO 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 an 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 within this category cannot be investigated by the academy.

*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, via the SLT, have engaged with a range of external bodies and services, such as the specialist teaching service, the mainstream speech and language service and the educational psychology service. The Link governor for SEN is Mrs Anna Webber.

*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)*

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 413000

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

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

At Briary 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. These include: - new parent meetings, planned visits to our academy, extra

planned transition activities for vulnerable pupils, a 'move up' morning and afternoon where pupils are taught by their new teacher, meetings between current and new class teachers and TA's, observations of pupils, meetings between the SENCOs and Well-Being teams of both schools, information sharing including pupil data, files and records, etc We also contribute information to a pupils' onward destination by providing information to the next setting. This includes: - Pupil files, data and records are shared with their secondary schools, current class teachers meet with Heads of Year 7, SENCOs meetings, Heads of Year 7 meet pupils at Briary, pupils go on visits to their new secondary schools and there are extra planned transition activities for vulnerable pupils.

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

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.