



Wouldham All Saints Church of England School

SEN&D Policy

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, Equalities Policy, Safeguarding Policy, Attendance Policy Complaints Policy and Supporting Pupils in school with medical conditions policy.

This policy was developed with members of the Senior Leadership Team and with SENCOS within our River AEN Collaboration group. It has been agreed by the Governing Body in February 2022.

This Policy 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, 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 school

At Wouldham All Saints School we can make provision for every kind of frequently occurring special educational need without the need for an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and behaviour and emotional 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.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

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

Nexus- provision at Wouldham All Saints .

Although we work closely with our satellite provision Nexus and we work together to encourage inclusive activities, we remain a separate school and as such do not influence the intake or management of the pupils. The children at the satellite unit are enrolled at Nexus mainsite, they have an EHCP and it remains the decision of Nexus SLT as to whom attends the satellite unit.

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

At Wouldham School, we monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of assessments with all the pupils at various points including Y1 phonics screening, speech link, language link, Neli, spelling age, standardised assessment tests in reading and maths; and mid year and end year benchmarking. We also use the Evidence Me profile to help us corroborate our data.

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.

Examples of extra support (not an exhaustive list) include smaller focus group interventions, Toe by Toe, Nesy, TRUGS, working Memory, BEAM, B Squared, Way to A, Circle of Friends, Mathematics, Clever Fingers, Write Dance, Language for Learning, Sensory Circuits and Beat Dyslexia.

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 assessment tools to determine the cause of the learning difficulty. At Wouldham, we are experienced in using the following assessment tools :

- Speech and Language Link
- Language for Learning
- Boxall Profiling
- B Squared.
- CAST/Vanbilt assessments
- Conners questionnaire.
- Strengths and Difficulties Questionnaires.
- Leuven scales

We use an internally devised Barriers for Learning checklist to initiate our graduated approach to SEN. (Assess-Plan-do –review) Children who are on the SEN concern list are having their needs investigated and suggestions put in place to close the gaps in learning. This is a collaborative process with Parents and school.

We have access to external advisors who are specialised in a variety of assessment tools and we continue to experience free support from the LIF T process. (Local Inclusion Forum Team.) These include Educational Psychologists, Behaviour Support Services, Specialist teachers for Cognition and Learning and Communication and Language. Via Service agreement we can access Occupational Therapy, Speech therapy, CHATTS (Talking therapy)

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 SEN support plan and reviewed regularly, and refined / revised as 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 in addition to and different from 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. All Special needs interventions will be defined on the class Provision Map.

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

3a How the school 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.

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 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 school will evaluate the effectiveness of its provision by reviewing each Term's Provision map and ensuring that intervention target specific areas of learning and have precise outcomes to be met. As often as possible, no intervention will continue longer than 12 weeks without a review.

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 throughout each 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 are cited 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 SEN 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 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 Wouldham School, following our last Ofsted inspection (November 2017) the quality of teaching is judged to be good .

Mainstream Core Standards.

We follow the Mainstream Core Standard advice developed by Kent County Council to ensure that our teaching conforms to best practice. A link to these standards can be found on <https://nexuschool.org.uk/lift-process> and on our website.

In meeting the Mainstream Core Standards the school can employ 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 additional staff employed 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 Wouldham 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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors continue to make improvements as part of the school's accessibility planning and continue to identify which aspects need to be improved. Please see our Accessibility plan for changes which have been made and are being made.

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 are 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 (via High needs funding)

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 Wouldham School are available to pupils with special educational needs. 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 Wouldham, 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 through Jigsaw, Collective Worship and Social Skills groups and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; Access to counselling, mentor time with member of senior leadership team or wellbeing member, time out space for pupils to use when upset or agitated, external referral to CAHMs and/or Specialist behaviour support.

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. We will use Boxall profiling to help us track the mental wellbeing of children who are struggling emotionally and to ensure support is targeted appropriately.

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

The SENCO at Wouldham All Saints School is Mrs Heather Weston, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications/training specialisms :

- * Designated Child Protection Officer Training
- * Manual Handling Training
- * Paediatric First Aid
- * M.O.V.E
- * Makaton
- * Derbyshire Language Scheme
- * working Memory
- * Dyslexia training
- * Extensive training in Autistic Spectrum Disorder

Mrs Heather Weston is available on 01634 861434 or hweston@wouldham.kent.sch.uk
She is a member of NASEN (National Association for Special Educational Needs)

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 staff are committed to professional development and as such attend a wide range of training . A list of current staff qualifications and training is available from our school office. You may request this in person or by emailing the office : office@wouldham.kent.sch.uk

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, Grange Park & Nexus Schools, Educational Psychologist, Behaviour specialists, Speech and language therapist, occupational therapists, physiotherapist, Art/Play therapists, dyslexia specialists etc

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 Wouldham School are invited to discuss the progress of their children on 2 occasions a year and receive a written report at least 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.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of further 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 a statement of SEN / 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. We will actively encourage the child to 'have a voice' in the interventions they will take part in.

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 Wouldham School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Class teacher, SENCO, one of the Assistant Heads 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 SEN 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

At Wouldham School the Governor responsible for SEN is Mrs Helen Wells assisted by Mrs Helen Devlin. They can be contacted via the school office . (01634 861434 or office@wouldham.kent.sch.uk)

The SEND governors meet with the SENCO 3 times a year to ensure provision is appropriate and meets the needs of identified pupils. To foster good links with the Governing Body the SEN Governor will report back to the Governors the outcomes of the meeting. The SENCO will submit a report to the Governing Body annually.

The Governing Body can engage with the following bodies whenever necessary:

- LIFT – for access to specialist teaching and learning services
- A Service Level Agreement with Educational Psychology, Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupils with requirement for direct therapy or advice.

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)

I ASK (Information Advice Support Kent) are the special educational needs and disabilities service for children, young people and parents living within Kent.

Their contact details are cited below:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

Fax: 01622 671198

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 Wouldham 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. This can include Transition meetings, visiting Nursery settings, SENCO and multi-agency meetings where possible.

We also contribute information to a pupils' onward destination by providing information to the next setting. This includes phone/face to face meeting with receiving SENCO and setting up Vulnerable Transfer Meeting to ensure information is shared appropriately.

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

Local offer is all about making it easier for people to find out about services available to 0-25 year olds with special educational needs and disabilities. The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and a link to this website is on our Website. Parents without internet access or having difficulty accessing online information are invited to make an appointment with the SENCO for support to gain the information they require.

