

# Monkton Church of England Primary School

## SEN & Disability Policy/SEND Information Report

### Issued: October 2018

Our Christian Values are:

**Trust   Friendship   Compassion   Forgiveness   Justice**

*At Monkton Church of England Primary School, we aim to create a community that enables every child to be and do the best they can.*

*We will actively promote the development of pupils' spiritual, moral, social and cultural awareness, fostering attitudes of tolerance and respect which ensures every member of the school community feels important and valued.*

*In school we celebrate and promote our Christian and British values. Our policies are written with the importance of these in mind and they underpin our Christian school ethos.*

Our children are important to us, God created us in his own image and likeness making people extra special; we are His crowning creation and are made to love and serve. We aim to be available to help our children with all their needs, emotional, physical, spiritual, social, educational, or whatever needs they individually have. We want all children to feel loved and valued and our ethos is to treat every child individually, which is supported by our individualised Christian curriculum. We want each child to receive an excellent education and this means that they will achieve the very best they individually can at school.

This policy is written in line with the requirements of:

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

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

Schedule 1 regulation 51– Information to be included in the 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, Child Protection Policy, Homework Policy, Complaints Policy, Supporting Pupils with Medical Conditions.**

This policy was developed with the Head Teacher/Inclusion Manager, teaching staff and representatives from the governing body and will be reviewed annually.

#### **Definition of SEND**

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice (2014, p4)*

## **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 Monkton Church of England Primary 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, ADHD, ADD, ODD, Irlens, specific learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school is also committed to meeting the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need including ADHD, speech and language disorders and more complex and severe forms of autism. 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 Monkton School we monitor the progress of all pupils throughout the year using the Classroom Monitor tracking system to review and measure academic progress. Children are discussed on a termly basis (six terms per year) to ensure progress is being made and that interventions in place through Provision Mapping or Personalised Support Plans are effective. We also use a range of assessments with all the pupils at various points including the Year 1 phonics screening, Speech Link, Language Link, Cops and Lass screeners, Dyscalculia Screens and when required, indicators for pupil well-being such as the Leuven Scale, Spence Anxiety Scale and Boxall profile.

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 address identified needs. Examples of extra support are:

Toe by Toe - programme of support for specific problems with Literacy,

Catch up; Stay Up – to maintain progress and understanding in Numeracy and Literacy

Alpha to Omega - for those pupils who have identified Dyslexia type learning difficulties

Stareway to Spelling – for pupils with identified specific difficulties with spelling

Stride Ahead – A programme to support comprehension and understanding when reading

Delivery of Speech and Language programmes

Fizzy support - for gross motor control

Clever Hands – for development of fine motor control

Modified curriculum resources

Phonic Catch Up groups

## Sensory Circuits

Some pupils may continue to make less than expected progress from their starting points, 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 Monkton School we are experienced in using the following assessment tools: Lucid Rapid, LASS and Cops and the GL Dyscalculia Screen. The Spence Children's Anxiety Scale, Boxall Profile and the Schonell and Salford Reading Tests. We also have access to external advisors through the LIFT (Local Inclusion Forum Team) who are able to use a range of other screening materials in order for the school to meet the needs of all of its pupils.

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 by overcoming the barriers to learning. These will be shared with parents, put into a SEND Class Provision Map / Personalised Support Plan and reviewed regularly, refined and revised if and when necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. The school will meet with parents to discuss this support plan and review targets a minimum of three times per year.

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 SEND 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 staff are involved with the setting and reviewing of targets and have input into the Class Provision Maps or Personalised Support Plans, alongside the class teachers and the Inclusion Manager. These are in turn reviewed and monitored by the Executive Head teacher.

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

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

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

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

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

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

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

Every pupil in the school has their progress tracked throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age and spelling. The assessments we use at Monkton CEP School are (refer to list in section 2.) During termly data analysis, subsequent 1:1 pupil progress meetings and reviews of Class Provision Plans it is 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 SEND. 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 Monkton CEP School the quality of teaching is judged to be good / 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 school employs some additional teaching approaches, as advised by internal and external assessments including one to one support, mentoring, small group teaching, use of ICT software learning packages and programmes of support as detailed by the Specialist Teaching and Learning Service, Speech and Language Service and Occupational Therapy Service. These are delivered by school staff through the funding provided to the school as 'notional SEN funding' or in some cases High Needs Funding is applied for specific pupils.

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

At Monkton CEP 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 within Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning. Renewed staffed training in Hearing Impairment and maintenance of equipment for Key Stage 2 staff. Refresher diabetic training for key staff from a trained diabetic nurse. A disabled only parking space has been allocated in front of the school. The Governors have identified that the following aspects of the school need to be improved the development of the Acorn Room as a place of Nurture and support for vulnerable pupils.

### 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 SEND support. The amount of support required for each pupil to make good progress will be different in each case. Class Provision Maps, naming the specific support a child will receive, will be completed as required. 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. This is known as 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 Monkton CEP 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 Monkton CEP 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 and for instance through; Collective Worship, PSHE, SEAL, Circle times, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help with Social, Emotional and Mental Health needs we also can provide the following access to; lunch time nurture and homework support, private counsellor, Pets as Therapy, mentor time with member of senior leadership team, external referral to; Information Advice and Support Kent, Kent Parent Carer Forum, Independent Support Kent, Social Care, Education Welfare Services, School Nurse, Community Paediatrician, Speech Therapy, Physiotherapy, external referral to Children and Young Peoples Service formally CAMHs, Occupational Therapy, Counsellor, Young Carers Support Group. Monkton Church of England Primary School also provides mentor time with member of SEN or Leadership team, break out areas for a pupil upset or agitated.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

The Inclusion Manager at Monkton CEP School is Mrs K Wilson, who is a qualified teacher, Head of School and member of the SLT. She holds a B.Ed. Hons and has been teaching for twelve years. Mrs Wilson has been Inclusion Manager continuously since before 1 September 2009 and is not required to undertake the National Award for SEND Co-ordination.

Mrs K Wilson is available on 01843 821394 or [kwilson@monkton.kent.sch.uk](mailto:kwilson@monkton.kent.sch.uk)

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

All teachers and teaching assistants have had the following statutory awareness training where necessary; Safeguarding, Prevent Extremism and Radicalisation, FGM, E Safety and ASD.

In addition, all teachers and Teaching Assistants have received the following enhanced and specialist training where necessary; ASD, Early Bird, Autism Champions, Makaton, Speech and Language, Fizzy, Clever Hands, Precision Teaching and The Wellbeing Toolkit.

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 accessed through LIFT, Educational Psychology Service, Speech and language Service, Occupational Therapy Service, FISS (Foreland Outreach Service), St Anthony's Outreach Service, Early Help, Enterprise Learning Alliance, Laleham Gap Outreach Service and STLS (Specialist Teaching and Learning Service). Where a training need is identified beyond this we will find a provider who is able to deliver it. 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 Monkton CEP School are invited to discuss the progress of their children 3 times a year and receive a full written report each year. Achievement reports will also be written and shared with parents termly. In addition, parents of pupils with special educational needs will also meet with the Inclusion Manager at least three times per year to discuss their child's targets and progress. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational

need. All such provision will be recorded, tracked and evaluated on a Provision Map or Personalised Support Plan 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 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 Monkton Church of England Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher in the first instance, and then refer to the Inclusion Manager/Head of School, finally they may consult with the Executive Head Teacher. If they require more information or help 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 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 LIFT for access to specialist teaching and learning service

- An option to buy in Educational Psychology services as and when required
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services / School Nurse / Early Help for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for the SENCO
- Engagement with Early Help
- Involvement with the Enterprise Learning Alliance Scheme

**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.

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

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

[www.kent.gov.uk/iask](http://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 Monkton CEP 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.

Both the EYFS Manager and Inclusion Leader will make contact with Nursery settings to discuss pupils. Transition sessions are organised for classes and children attend these prior to entry. Parents are invited to an EYFS Pre – Admission meeting to meet key staff and find out important information. Transition information is available to all receiving schools by the sending of relevant school files promptly. We also contribute information to a pupils' onward destination by providing information to the next setting. At Monkton CEP 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. We encourage all feeder secondary schools to visit our children here at Monkton and to speak with their class teacher to gain a full picture of the child. The Inclusion Manager attends a forum in the Summer Term where she meets with feeder school Inclusion Manager and hands over the



SEND file and paperwork for each child. At this meeting the Inclusion Manager also gives a brief outline of each child's difficulties and answers any questions the secondary school may have about specific children and their needs. In some cases the secondary schools have taster days or run, catch up or familiarisation workshops and we actively encourage pupils who would benefit, to take these offers up.

**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/iask> and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Approved by the GB on            3 November 2016  
Reviewed October 2018

Next review on                    November 2019

Signed.....  
Chair of Governors