



## **SEN&D Policy**

Reviewed on: November 2018  
Next Review: November 2019

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
- Children Act 1989 Section 17 (Children in need)
- This policy should be read in conjunction with the following school policies:
- Accessibility Policy
- Behaviour and Discipline Policy
- Equal Opportunities Policy
- Promoting welfare and Child Protection Policy
- Complaints Policy
- E-Safety Policy
- Anti-bullying Policy

This policy was initially written and adapted by the Head of Learning Support (SENCO). It has been developed in collaboration with representatives from the staff, governing body and parents of children with special educational needs 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 (2015, p 4)*



## **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

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

At Fosse Bank School we can make provision for many different frequently occurring special educational needs without an Education, Health and Care Plan, for instance a specific learning difficulty like dyslexia or mild learning difficulties. We also support children with sensory needs or speech and language difficulties. In these circumstances additional help is provided as required. There are other kinds of special educational needs or disabilities which do not occur as frequently and with which we are less familiar, but we can consider if this school is the most suitable place to meet the needs of the potential pupil, whilst still considering the children currently at Fosse. Decisions about the admission of pupils with Special Educational Needs or Disabilities or an Educational Health Care Plan are made by the Head and Governing body.

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

At Fosse Bank School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points (see assessment policy)

Where progress is not as expected because of an identified need we put in place extra support to enable the pupil to catch up. Examples of extra support are small group booster teaching in reading, writing and maths; regular reading with an adult; social skills group work; access to online maths support software; sensory circuits, taskboards or chunked up work and individual or small group speech and language support. We also provide a wellbeing mentor, if required.

Some pupils may continue to make less progress than anticipated, despite high-quality teaching targeted at their areas of weakness, which will be detailed on the provision map. For these pupils, and in consultation with parents, we will try to determine the cause of the learning difficulty. At Fosse Bank School we are experienced in using the assessment tool *Dyslexia indicator* (an early screener for reading difficulties) and a speech and language assessment. All other specialist support is delivered by outside agencies of which we endeavour to have a selection for parents to choose from.

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 (Provision map) and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a diagnosed special educational need and if the school has to initiate special educational provision for the pupil which



is additional and different to what is normally available, they will go on the register. School may also have to liaise with outside agencies and engage in the LIFT process for Early Years children.

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. With the usual teacher/parent dialogue parents will be made aware of their child's needs and how they can help, with the help of a provision map, the contents of which will be shared at parent evenings.

We will make every effort to 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. We will ensure that parents are fully engaged in all aspects of the process.

### 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 SEN support plan (provision map) 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 or without a statement of special educational needs / Education, Health and Care Plan there will be, as a minimum, a parent meeting a year to review progress and the provision made for the child with the Head of Learning Support, which will enable an evaluation of the effectiveness of the special provision. We offer termly meetings for parents of all children who have a diagnosed special need, whether they are on the SEN Supported Register or not.

#### 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 formerly reviewed by the Class Teacher, Head of Learning Support and the Headmistress 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 Fosse Bank School are listed in section 2. Using these, teacher assessment and end of term progress results, it will be possible to see if pupils are increasing their level of skills in key areas.



In Early Years the children are assessed using the Foundation Stage Framework (July 14). If children fall below the expected levels early interventions are put into place. We use EY Fosse points from Reception to Year 1 to pinpoint more exactly levels of attainment.

If these assessments do not show adequate progress is being made the SEN support plan (provision map) 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. As a school we regularly and carefully review the quality of teaching and learning 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)*

In Fosse Bank School the quality of teaching is judged to be good in our last Ofsted inspection.

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

At Fosse Bank 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.

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

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

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 Fosse Bank School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will work together with the parent or carers, 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 Fosse Bank School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in PSHE lessons and indirectly with many conversations adults have with pupils throughout the day.



We use mindfulness and growth mindset to help children in these areas. We work hard to ensure that we understand the needs of children and provide every opportunity for children to tell us about their needs. We do all we can to help children throughout their time at the school to ensure assessment and planning is a continuous process and informed by careful evaluation of needs.

For some pupils with the most need for help in this area we also can provide the following:

A mentor and space for a pupil to use when upset or agitated.

Social skills groups

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

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

The SENCO at Fosse Bank School is Lynn Millis, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications B.Ed. (Hons) Degree.

Lynn Millis is available on 01732 834212 or l.millis@fossebankschool.co.uk. She is available Tuesday and Wednesday.

If you would like to talk about any aspect of your child's education, the Class Teacher will have detailed knowledge via the provision map of any interventions that are currently helping your child to access their learning. If you are concerned about a specific learning difficulty then Mrs Millis will be happy to discuss the next steps to facilitate your child's learning and wellbeing.

#### 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

The majority of teachers and teaching assistants have had the following awareness training:

- Autism
- Dyslexia awareness
- Dyscalculia
- Mental wellbeing

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

Lynn Millis – EarlyBird Plus training

Gwen Lynch – S&L support

Nicky Cosby – Autistic Spectrum Disorder

Where a training need is identified beyond this we will find a provider who is able to deliver it.



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 work together with the parents or carers to provide it, or seek it by loan

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

All parents of pupils at Fosse Bank School are invited to discuss the progress of their children on three occasions a year with the class teacher 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 and the Class Teacher will refer to this at parent consultations.

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 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, if appropriate, 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 Fosse Bank School are used for complaints about provision made for special educational needs (see Complaints Policy). We encourage parents to discuss their concerns with the class teacher in the first instance. If they still feel the issue is unresolved then they are welcome to contact the school office to arrange a meeting with the Head of Learning Support (SENCO). The Head Mistress can also be contacted to resolve the issue before making a formal complaint to the Chair of the governing body.



If the complaint is not resolved after it has been considered at Stage 3 of the complaints policy, 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

The governing body have access to the following bodies:-

- Head of Learning Support from cluster school for advice
- Ability to make ad hoc requests for advice from agencies as required.
- Membership of professional networks for SENCO eg Local SENCO forum, NASEN gateway, Education Endowment Foundation

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 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 Fosse Bank 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. Transition meetings are held for some children with SEN when starting school. Early Years setting staff meet with school staff and parents to discuss how to ensure a child's needs are met as they move through the school.

We also contribute, as requested, information to a pupils' onward destination by providing information to the next setting. School will share relevant information with receiving secondary school SEN departments so as to facilitate smoother transition. Pupil files are forwarded to a new school on request should a child move schools outside of the usual transition points.

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

The local authority's local offer is published on [http://www.kelsi.org.uk/pupil\\_support\\_and\\_wellbeing/targeted\\_support/sen\\_and\\_disabilities/local\\_offer.aspx](http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.