



CHANTRY COMMUNITY

PRIMARY SCHOOL

Special Educational Needs and Disability Policy (and Information Reports)

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

Our SEND policy and individual school information reports aim to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Chantry Community Primary School we value all students equally.

- All students are part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum, achieve their best, become confident individuals with fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training;
- We recognise that SEND support is a whole staff responsibility with 'quality first teaching' that considers the individual needs of students when planning our curriculum;
- We recognise that some children need additional support to ensure access to the whole curriculum. We ensure that the needs of children are assessed, planned for and reviewed so that appropriate support strategies are provided. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted;
- We include parents/carers in the identification, assessment and response to their children's special educational needs. We work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education;
- We involve the student and the importance of taking their views into account and include the student in decision-making about their special educational provision;
- We are committed to effective collaboration between all agencies working with a student and adopt a multi-disciplinary approach to meeting a student's special educational needs.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:



- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SENCO

They will:

- Work with the Headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;



- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at Local Governing Body (LGB) meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Body (LGB) on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy.



Monitoring Arrangements

This policy and information report will be reviewed by The Trust Executive Team and SENCo's every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.

Links with Other Policies and Documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Identifying pupils with SEN and assessing their needs

At Chantry, we recognise that 'Person Centred High Quality Teaching' is key to children's learning and development, and forms the basis for any additional or different provision for children with Special Educational Needs and / or a Disability (SEND). High quality teaching is based on the highest expectations for individual children, draws on what parents, carers and staff know about children's learning and development and is differentiated for individual children using a range of teaching approaches.

Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.



Around one in five children has SEN at some point during their school years. Some children have SEN right through their time in school.

SEND covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems. E.g. a child might have difficulty with one area of learning, such as letters or numbers. Or they might have problems relating to other children, or to adults.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

You know your child better than anyone else. If your child is pre-school, don't wait for their next routine health check – visit your GP and ask for their opinion. If your child attends a pre-school speak to their teacher or key worker.

If your child is already in school (including nursery) talk to their teacher. Ask also to speak to the school's Special Needs Co-ordinator (SENCO), who organises extra help for children with SEN.

Talk to the teacher/SENCO about:

- why you think your child has SEN;
- what the school can do to help;
- what you can do to help.



Your child's teacher and the SENCO will use the SEN Code of Practice to work out whether your child has SEN.

What will the school do?

Schools are required by law to provide an education for all pupils, regardless of their ability or special needs. Every child's education is equally important.

If the SENCO and your child's teacher agree that your child has SEN, they will offer your child extra support with the possibility of more support if needed. This could be in the form of the following areas:

- additional support from a teacher or teaching assistant;
- special classroom materials and equipment;
- observation throughout the day and keeping records;
- support to overcome challenges by finding different ways to engage;
- support with personal care like eating and dressing.

Whatever the school decides to do you will be informed.

Please feel free to make contact with myself or the team in regards to supporting your child/ren since their return to education, this could be support with physical difficulties, anxiety or mental health issues, learning difficulties, speech and language difficulties or support with behaviour.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.



Assessing and reviewing pupils' progress towards outcomes

Every pupil in the school has their progress tracked 6 times per year. In addition to this, pupils with special educational needs may have more frequent assessments where needed. At Chantry Community Academy we use PiXL and small steps progress to monitor progress from whatever starting point. 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 SEND provision plan will be reviewed and adjusted.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behavior;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

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. We 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 SEND most frequently encountered SEN Code of Practice (2014, 6.37).

We follow the Mainstream Core Standards – see link

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx



This document is 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 learning or behaviour support / 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 SEND funding'. Where additional funding is required we apply for High Needs Funding (Reception to Year 6) and SENIF funding (Nursery). The decision on whether the application is agreed or denied is down to SEN North Kent department.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Chantry Community Academy 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 is a seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting. When transitioning between classes or phases in school, transition meetings are held between teachers to explain children's SEND needs as well as adapted versions of the school transition – e.g. further opportunities to visit the classroom, 1:1 time with the teacher, meet new support staff, transition books to read at home during the breaks.

Our approach to teaching pupils with SEN

At Chantry Community Academy 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. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We monitor the progress of all pupils 6 times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening,



speech link, language link, end of KS1 and KS2 national testing. 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. Some examples of extra support are interventions such as additional teaching (pre and post), toe-by-toe, DIY dyslexia, rapid reading or writing, mentor support or screening by the speech and language team. 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 assessment tools to determine the cause of the learning difficulty. At Chantry Community Academy we are experienced in using the following assessment tools such as Language Link, Speech Link, Lucid tests and dyslexia screening. Other types of screening tests are used if needed and sometimes the Specialist Teaching Service is asked to support with testing. 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 SEND provision plan 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 school 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 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.

Adaptations to the curriculum and learning environment

At Chantry Community Academy 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. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, speech link, language link, end of KS1 and KS2 national testing. 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. Some examples of extra support are interventions such as additional teaching (pre and post), toe-by-toe, DIY dyslexia, rapid reading or writing, mentor support or screening by the speech and language team.

Teaching assistants will support pupils with small targeted intervention groups which are placed on a provision map and review a 6 points throughout the academic year.

We work with the following agencies to provide support for pupils with SEN:

1. Education Phycologist support;
2. Specialist Teaching and Learning centre at SMILE;
3. Speech and Language (Speech4schools);
4. EAL advisor from Kent County Council- Education People.

Expertise and training of staff

All teachers and teaching assistants have had the following training: Safeguarding, speech and language support / resources, outstanding teaching, phonics, effective use of the Teaching Assistant.

Our SENCO Sarah Tindi has 6 years' experience in this role and has worked as an Assistant Head teacher.

They are allocated 5 days a week for 35 hours a week to manage SEND provision.

We have a team of 21 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in safeguarding, autism bucket, intensive interaction, autism awareness, speech sounds, phonics, Educational Phycologist training to understand children's needs, Autism Champions AND pecs. This is just a few of the external training sessions we have undertook as well as our internal professional development schedule.

We use specialist staff for EAL, play therapy and dyslexia awareness.



Securing equipment and facilities

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 and a full list of the interventions we can offer is 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 (High Needs Funding).

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.

Evaluating the effectiveness of SEN provision

Each review of the SEND 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 (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 rates 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.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after six weeks;
- Using pupil questionnaires;



- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All clubs, trips and activities offered to pupils at Chantry Community Academy 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

At Chantry Community Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance, dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, 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 may be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: visual and physical impairment, ASD and Autism. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. These are then posed to the Head teacher to decide if their needs can be fully met at Chantry Community Academy.

Every endeavour is made to try and accommodate needs where possible. 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.



Support for improving emotional and social development

At Chantry Community Academy 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 or assemblies, 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 a counsellor, play therapy and pastoral support assistant mentor time, external referral to CAHMs, time-out space to use when upset or agitated, use of the sensory room etc.

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 provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council;
- Pupils with SEND are also encouraged to be part in all clubs to promote teamwork/building friendships and tuition groups.

We have a zero tolerance approach to bullying.

Working with other agencies

At Chantry Community Academy we work closely with Specialist Teaching and Learning Services (STLS) to support all our children throughout their learning journey. This referral system is done through reviewed provision plans and then discuss at local Inclusion Forum Team (LIFT) meetings. We currently have 10 children who work on targets with STLS.

We work with the following agencies to provide support for pupils with SEN:

- Education Psychologist support;
- Specialist Teaching and Learning centre at SMILE;
- Speech and Language (Speech4schools);
- EAL advisor from Kent County Council- Education People.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.



The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEN

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and Minicom: 0300 333 6484

Email: kentparentpartnershipservice@kent.gov.uk

Website: <http://www.kent.gov.uk/kpps>

Contact details for raising concerns

SENCO- sshikangatindi@sflt.org.uk or 01474350011

SENCO assistant and EAL specialist- sbains12@sflt.org.uk

The local authority local offer

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 or Family Liaison Officer for support to gain the information they require.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					