



This policy is underpinned by our Vision and the school's Christian Values

'Let your light 'shine' before others that they may see your good works.'

Matthew 5 v 16

Success – Happiness – Independence - New experiences – Engagement

Our vision is for all our children at Burham CEP School to 'Shine'. We believe that all children should be given opportunities to 'Shine' and discover their true unique potential through rich, engaging new experiences that enable them to be successful, happy and independent.

At Burham Church of England Primary School we respect, value and include each and everybody. It is our aim to provide children with a safe, happy learning environment in which every member of the school community will thrive. Our aim is for children to build enriching relationships and become responsible, caring and successful citizens.

At Burham our values are firmly rooted in the Christian foundation of the school: enabling every child to grow spiritually and emotionally; fostering a deep sense of personal identity and self-worth; and guided by the loving example of Jesus Christ. We want for all children to 'shine their good works' through our explicit Christian values of 'CRAFT', which are woven into all we do.



Special Educational Needs & Disability Policy

January 2024

Review Date January 2025

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
- Safeguarding Policy
- Complaints Policy.

Definition of Special Educational Needs and Disability (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:

1. (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
2. (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
3. (c) for children aged two or more 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.

SEN Code of Practice (2014, p 15/16)

Definition of disability

Many children and young people who have SEND 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.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

SEN Code of Practice (2014, p16)

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

Burham Primary School make provisions for every kind of frequently occurring special educational need for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties.

There are other kinds of special educational needs that 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 also currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with a statement of special educational need and/or 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.

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

Burham Primary School monitors 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:

- Language Link – used as a baseline assessment for all Reception (EYFS) pupils. These assessments are carried out on entry to Reception.
- Speech Link – used as a baseline assessment for all Reception (EYFS) pupils. These assessments are carried out on entry to Reception.
- Phonics screening check – completed with all Year 1 pupils in the summer term – any pupils who fail the check will re-take this in the summer term of Year 2 (a statutory requirement).
- GL Rapid Dyslexia Screen
- GL Dyslexia Portfolio Screener

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Speech and Language Link interventions
- Little Wandle Catch Up
- Max Marvellous Maths – for Year 1 pupils
- 123 Maths for Key stage 2 pupils

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 of assessment tools to determine the cause of the learning difficulty. We are experienced in using a range of assessment tools. We are also able to access external advisors via our cluster LIFT (Local Inclusion Forum Team) to work together to devise a plan that works for the pupil.

The purpose of any 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 provision plan/personalised 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 can 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 provided and the teaching approaches that are to be used.

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

How the school evaluates the effectiveness of its provision for such pupils.

Each review of the provision plan/personalised 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 SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

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

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

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 three times a 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 identified in the Information about the policy for identification and assessment of pupils with SEND part of this policy. 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 support plan/provision plan will be reviewed and adjusted.

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)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. The Mainstream Core Standards can be found online at:

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

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

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

We follow the advice in the Mainstream Core Standards and also the Education Endowment Funds' Five-a- Day approach, on how to adapt the curriculum and the learning environment for pupils with special educational needs in order to support them in letting their lights shine. 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 and Education, Health and Care Plans.

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 – additional support is identified as part of our Quality First Teaching Strategies and/or additional intervention as outlined in each class provision plan. In very few cases a very high level of resource is required and the SENDCo will apply for High Needs Funding (HNF). This HNF is allocated on an annual basis and the amount may alter annually according to the changing level of individualised intervention required to necessitate progress.

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 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 activities.

Support that is available for improving the emotional and social development of pupils with special educational needs

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 (Personal, Social and Health Education, RE (Religious Education), Social Skills groups, team work across the curriculum and indirectly with every conversation adults have with pupils throughout the day.

Our school ethos plays a large role in nurturing and supporting each individual morally, spiritually, socially, culturally and academically in order to achieve.

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.

The name and contact details of the SEND Co-ordinator (SENDCo)

The SENCO at Burham Primary School is Mrs Clare Nettleingham, who available at clare.nettleingham@burham.kent.sch.uk

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.

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: special schools, Educational Psychologists, speech and language therapists, occupational therapists and physiotherapists.

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.

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

All parents of pupils are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated by staff as part of 'quality first teaching'.

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 this will be communicated to parents and discussed. 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.

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.

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 Burham Primary are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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.
- Ability to make ad hoc requests for Educational Psychology service.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.
- Membership of professional networks for SENCO: the SENCO forum.

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

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. Our Early Years practitioners work collaboratively with nurseries and other pre-school provisions and use home visits to gather information from families to support the child's transition to school. We work closely with secondary schools on transfer from Year 6 to all secondary placements. We also contribute information to a pupils' onward destination by providing information to the next setting. Information on where the local authority's local offer is published. The local authority's local offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents and carers without internet access should make an appointment with the SENCO by calling 01634 861691.

Next review on January 2025