



ETHELBERT ROAD PRIMARY SCHOOL

Additional Educational Needs and Disability Policy

Introduction

This document is a statement of the aims, principles and strategies for provision for children with Additional Educational Needs and Disability at Ethelbert Road Primary School. The following documents have been taken into consideration in the formulation of this policy:

- SEN Code of Practice 2014
- Children and Families Act 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 document provides a framework for the identification of and provision for children with Additional Educational Needs and Disabilities. It is written for the benefit for all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Ethelbert Road Primary School is fully committed to inclusion and recognises its' responsibilities to provide a broad and balanced curriculum for all pupils. We accept the three principles that are essential to developing a more inclusive curriculum:

- 1) Setting suitable learning challenges
- 2) Responding to pupil's diverse learning needs
- 3) Overcoming potential barriers to learning and assessment.

Aims

Our aims for AEN are to: -

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure that these children are given appropriate support to allow every child full access to the National curriculum in a positive framework.
- Ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- Involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

Definition of SEN

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability

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

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

At Ethelbert Road Primary School we can make provision for every kind of frequently occurring special educational need without the need of an Education Health Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's syndrome, ADHD , 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 from specialist schools 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 with the following kinds of special educational need: ASD, ADHD and Speech and Language Disorders.

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.

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

At Ethelbert Road Primary School we monitor the progress of all pupils 4 times a year to review their academic progress; this is done via Pupil Progress meetings held with all teachers. Follow up meetings and observations are carried out in between the pupil progress meetings. We also use a range of assessments with all the pupils at various points in the year, e.g. phonic screening, sats tests, BRP assessments, Cat tests, writing assessments, end of unit assessments, speech and language link assessments.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group targeted work, 1-1 work, precision teaching, Reading support, Speech and Language input, Memory Training, math boosters.

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 Ethelbert Road Primary School we can screen a child for Dyslexic traits, we can assess if there is a speech or a language difficulty. We have access to external advisors who are able to observe, assess and assist in giving strategies to use to help the child reach their full potential.

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 or detailed on a provision map 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 SEN is made 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.

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

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

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

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

For pupils with 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 governor with responsibility for SEN.

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 4 times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. we will use the same assessments used at the beginning of the process in order to see if progress is being made.

If these assessments do not show adequate progress is being made the SEN support 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 SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

In Ethelbert Road Primary School the quality of teaching is judged to be at least Good. We follow the Mainstream Core Standards [www.kelsi.org.uk] advice 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. 1-1 tutoring, small group work, precision teaching, memory training, use of individual timetables, task management boards, speech and language support.

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

When possible we will try to ensure that interventions happen within the classroom and within the lesson of intervention.

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

At Ethelbert Road Primary 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 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. The school now has disabled access to the front of the building and an adult disabled toilet. Staff have had specific health training to meet the needs of individual children. E.g. epi-pen training, asthma awareness, epilepsy awareness. The majority of staff hold a first aid at work certificate or a paediatric first aid certificate. 2 members of staff have attended the medicines in school training. We have identified that the following aspects of the school need to be improved; continued ongoing training and information sharing for staff on ASD and ADHD to raise the awareness. Continued training for those working with speech and language children.

Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case.

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 school can apply for Top Up, High Needs funding.

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 Ethelbert Road Primary 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 endeavour to use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. If this is not possible we will ask the parents / carers to support the child.

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

At Ethelbert Road Primary 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 circle time in class, PSHE lessons, social groups, Pastoral support 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 drawing for talking, time out, differentiated curriculum time, referrals to CAHMs, referrals to Paediatricians, information on parent groups and help via Early Help.

Pupils are trained as playground buddies, pupils are also trained as anti-bullying ambassadors and we have an on-line safety crew.

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.

Named Person

The named person responsible for co-ordinating learning support at Ethelbert Road is Miss Samantha Fenn, Headteacher who is a qualified teacher, and has been a SENCO continuously since before 1 Sept 2009 and is not required to undertake the National Award for SEN Co-ordination. She is supported by Mrs Claire Cornall who is the Additional Needs Manager.

Responsibilities

We believe that all teachers are teachers of additional needs and it is likely to be the class teacher who will be the first person on the staff to become aware of a particular problem.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by: -

- Helping with the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing and making provision for all pupils with AEN.
- A commitment to a partnership approach to provision.

The Role of the Governing Body

The Governor responsible for having an oversight of the schools additional educational needs provision and monitoring developments is Ms Jude Nockolds.

The Governing Body, in co-operation with the head teacher, determines the school's general policy and approach to the provision for children with AEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The Head teacher, as AENCo, and Additional Needs Manager work towards the school's aims by:

- Overseeing provision for children with AEN and disabilities.
- Keeping the Governing Body fully informed.
- Establishing appropriate staff and funding arrangements
- Daily implementation of the school AEN and Disability Policy
- Advising the staff on AEN and Disability matters
- Updating the AEN register on a regular basis
- Monitoring the records of the pupils with AEN
- Organising and minuting the bi-termly School Based Review (SBR)
- Liaison with parents
- Liaison with external agencies
- Ordering of specialist equipment to help AEN children to access the National Curriculum.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Staff recognise that EAL is not 'Special Needs' however a planned programme of support and rigorous monitoring of attainment is required to ensure at least good progress is met.

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

Teachers and teaching assistants have had the following awareness training ADHD, ASD, Speech and Language, Behaviour and Social Skills, Social Stories.

The SENCO has completed the following;

Speech and Language courses, ASD courses and conferences, ADHD Courses and conferences, Dyslexia training, behaviour training, Social Stories. Restorative Justice training, Social Skills workshops, additional educational needs twilight sessions. Various data courses related to SEN. Child protection training, Safeguarding training.

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 specialist schools, educational psychologists, speech and language therapists, occupational therapists, physio therapists. The cost of training is covered by the notional SEN funding

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.

Providing Access for Children with Physical Disabilities

Parents of pupils with disabilities are asked to discuss the details of the disability, as soon as the child is offered a place at the school. Any necessary arrangements will need to be made to enable the child to participate fully in all lessons and activities. These may include: -

- Consulting specialist agencies
- Briefing staff
- Obtaining special equipment

- Making minor adaptations to the building
- Re-arranging the classroom furniture
- Employing support staff

We have disabled access through the rear of the building. We also have a care suite with disabled toilet, changing bed and shower facilities.

External Agencies

Parents are always informed when the school consults an external agency that becomes involved with their child. The school has regular liaison with, and support from the following external agencies: -

Education Support

Support can be requested from:

- Educational Psychology Service
- Specialist Teaching Service (STS) – The STS are split into four strands: - Behaviour; Cognition and Learning; Communication and Interaction; Physical and Sensory. Members of the STS attend the SBR or can be contacted when the need arises. They work with the school on supporting the progress of individual and groups of children. Their support involves pupil observation and assessment, advising the AENCO, class teachers and teaching assistants on strategies and support issues and on occasion they may be involved with setting up or reviewing IEPs. In the case of a child being at risk of exclusion the Behaviour Specialist teacher will assist the school in the writing of a Pastoral Support Plan (PSP).
- Minorities Communities Achievement Service (MCAS) – This Service is available to pupils for whom English is not their first language.

Medical/Health Service Support

- School Nurse – The School Nurse visits the school regularly
- Speech and Language Therapist – The Speech therapist attends the school once or twice a term. Programmes of support are devised and when necessary children are assessed.
- Occupational Therapy Service – The Occupational Therapist assesses and plans programmes of intervention for children who have fine or gross motor needs.
- General Practitioner and Health Visitors – Parents are asked to visit their G.P. initially if the school is concerned about their child's health.

Social Support

- Social Services – This service is involved when deemed necessary.
- Educational Welfare Officer (EWO) – The EWO is available to advise the school and make home visits to parents.
- Family Welfare Association – The FWA is a national charity which provides practical, emotional and financial support to individuals and families. They work with children both in and out of school and with their families to help overcome difficulties causing anxiety and stress.

Partnership with Parents

- Ensuring that all parents are aware of the school's arrangements for AEN, including the opportunities for meetings between parents, class teacher and AENCo.
- Informing parents when a child is placed on the AEN register and offering an opportunity for discussion and exchange of information.
- Informing a parent when a child is moved up or down the AEN register following the termly pupil progress meeting.
- Valuing the parents' wishes for the child is paramount unless they are directly contradictory to the advice of other experts. In such other circumstances the school would work to achieve a compromise position acceptable to all.

Liaison with other schools

- Making every effort to contact nursery classes and playgroups for discussion of children with AEN before they enter the Reception class.
- Contacting the previous school of any child with AEN entering the school at a point other than the reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child.
- At transfer, a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed.

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

- All parents of pupils at Ethelbert Road Primary School are invited to discuss the progress of their children at parents evenings arranged throughout the academic year. The Headteacher/SENCo is also available to see parents at these evenings.
- 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 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. Parents will be actively supported to contribute to assessment, planning and review. A child may not necessarily be identified as SEN at this point.
- 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.

Evaluating success

The success of the school's AEN and Disability Policy and Provision is evaluated through:

- Monitoring of classroom practice by AENCO/HT and subject leaders
- Analysis of pupil tracking data and test results
- For individuals
- For Cohorts
- Value added data for pupils on the AEN register
- Monitoring of procedure and practice by AEN Governor
- School self-evaluation
- SMT meetings
- The School Plan

Complaints

(Refer to the Complaints policy)

Any complaints regarding the AEN and Disability Policy or the provision made for children with Additional Educational Needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the AENCO. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Governor responsible

for AEN and / or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service.

There are some circumstances, usually for children who have an EHCP 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
- A Service Level Agreement with an Educational Psychologist for 6 days per year
- 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 for pupil with requirement for direct therapy or advice

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)

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

<http://www.kenttrustweb.org.uk/kpps>

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 Ethelbert Road Primary 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 also contribute information to a pupils' onward destination by providing information to ensure their transfer is smooth and happy.

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