



HYPHE BAY
Church of England
Primary School

SEN & Disability Policy

SEN Information Report

Reviewed September 2022

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."

1 John 3: 18

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

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equality Statement, Safeguarding Policy, Homework Policy, Complaints Policy, Attendance Policy and Accessibility Policy, Administration of Medicine Policy, Confidentiality Policy and Admissions policy.

This policy was developed in consultation with Staff, Governors (including the designated SEND Governor) and Parents/Carers including a parent focus group comprising of parents of SEN and non-SEN children 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 15)*

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 (2015, p16)*.

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

At Hythe Bay we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia, Motor Coordination Disorder, Speech, Language and Communication Needs, Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, Physical and Sensory Difficulties and Social, Emotional and Mental Health Difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with Education, Health and Care Plans with the following kinds of special educational need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory. Decisions on the admission of pupils with Education, Health and Care Plans are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

At Hythe Bay we monitor the progress of all pupils five times a year to review their academic progress. We also use a range of assessments with all the pupils at various stages of their primary career e.g. Y1 phonics screening, Language/Speech Link Screening, vocabulary and phonics assessments, end of term assessments, Year 4 Multiplication Check, SATS, Dyslexia screening, reading age assessments and well-being assessments e.g. Leuven Scales and/or the Boxall Profile. Some pupils may be monitored using B Squared 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 include; Toe by Toe, Fizzy, Clever Hands, precision teaching for phonics, Wandle Phonics/Reading, Cued Spelling, Inference, Language for Thinking, Write dance, Handwriting Scheme, Clicker 8, Play Therapy, Nurture, Beach School, Garden School, Reading Plus, Language Link, Speech Link, Dance Mat Typing, Circle of Friends, Lego Intervention, Social Lunch Clubs, Behaviour Plans, Visual Support, Basic Maths Intervention, sensory support (e.g. writing slopes, coloured overlays, wobble cushions, ear defenders and pencil grips), or the use of ICT equipment. (See also Hythe Bay CEP SEND School Offer 2022-23).

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 possible cause of the learning difficulty. At Hythe Bay we are experienced in using the following assessment tools: GL Dyslexia Screening, Emerson and Babbie Dyscalculia

Assessment, Boxall profile, SDQs (Strengths and Difficulties Questionnaire), Speech & Language Link testing, Salford reading test, Letters and Sounds Phonic Screening and Language for Learning. In addition, we have access to external advisors who are able to use appropriate assessment tools, accessed through LIFT meetings (Local Inclusion Forum Team), who include SALT (Speech and Language Therapists), Educational Psychologists and STLS (Specialist Teaching and Learning Service).

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, included on a 'Provision Map', reviewed regularly and 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.

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 Provision Plan will be informed by class teachers; assessment information from teachers which will show whether adequate progress is being made. These reviews take place at Pupil Progress Meetings X 5 per year.

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 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 at monitoring meetings.

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

Every pupil in the school has their progress tracked five times per year. In addition to this, pupils with special educational needs may have more frequent assessments from which it will be possible to see if pupils are increasing their level of skills in key areas (see methods of assessment in section 2).

If these assessments do not show adequate progress is being made the Provision Plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have 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 (2015, 6.37)

In Hythe Bay the quality of teaching is judged to be good (Ofsted December 2017).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

Mainstream Core Standards Guide for Parents:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

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 tutoring, 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 SEN funding'.

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

At Hythe Bay 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 school has created an Accessibility Plan which outlines improvements made to the building, curriculum and training of staff. (See Accessibility Plan).

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

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a variety of interventions are available (refer to the Hythe Bay Church of England Primary School SEND Offer 2022-23). In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school via High Needs Funding.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Hythe Bay are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Hythe Bay 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 example; PSHE, Circle times, Circle of Friends, Lunch Clubs 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 e.g. access to a counsellor, mentor time with SENCO, external referral to ChYPMHS, time-out space for pupil to use when upset or agitated etc., nurture support, Play Therapy, Nurture UK programme, emotional check-ins, Circle of Friends and Attachment Figures.

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 Hythe Bay is Claire Moffatt, who is a qualified teacher (BA Hons) and is currently completing the National Award for SEN Co-ordination (NASENCO).

Claire Moffatt is available on 01303 267802 or cmoffatt@hythebay.kent.sch.uk

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

Teachers and teaching assistants have had the following awareness training: safeguarding, speech and language awareness, Developmental Language Disorder awareness, SEN code of practice update and behaviour management training, ADHD and ASD awareness, Dyslexic Support for Children, De-escalation training (See training log).

In addition, a number of teachers/support staff have received a range of specialist training covering a wide variety of subjects, for example; access to Nurture UK training or anaphylaxis awareness, or PROACT (SCIP) for specific members of staff. The school has an ongoing program of CPD (Continuing Professional Development) for staff to access.

Where a training need is identified beyond this we will find a provider who is able to deliver it, for example Dysphagia training or Clever Hands/Fizzy. Training providers we can approach are: The Beacon (STLS), Educational Psychology Service, Speech and Language Therapy, School Nursing Team and support from other Folkestone and Hythe schools. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at Hythe Bay are invited to discuss the progress of their children on three occasions a year and receive a written report once a 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 an 'Intervention recording sheet'.

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 better address the needs. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

Pupils identified as having a special education need will be included on the school's Special Educational Needs (SEN) register. The register is needs led – meaning that, at a particular moment in time, an educational need has been identified. This may change, therefore the SEN register is fluid; pupils may be included or removed from the register after a progress review/assessment has indicated a change.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend two in-year review meetings and an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted 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 Hythe Bay are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns in the first instance with the class teacher, if further support is required with the SENCo or Headteacher/SLT to resolve the issue before making the complaint formally 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 contacted. 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.

10 How the Governing Body, through the school, 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 school and Governing Body have engaged with the following bodies: -

- Free membership of LIFT for access to the Specialist Teaching and Learning Services.
- Links 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 pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Access to the Shepway Nurture Provision, including Beacon Wood (forest school).
- Membership of professional networks for SENCO e.g. Local SENCO Hub, SENCO forum and NASEN.

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 & Support Kent (IASK) 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 via:

HELPLINE: 03000 41 3000

Office: 03000 412 412

E-mail: iask@kent.gov.uk

Click the link below to access the iask website:

<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 Hythe Bay 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 operate a thorough transition process where children, families and pre-school setting representatives are invited into school on numerous occasions throughout term 6 and home visits are carried out.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have strong links with all our local secondary schools and ensure that everything is done to make the transition as smooth as possible.

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

The local authority's local offer is published on <https://www.kelsi.org.uk/>

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Approved by Full Governing Body on 10th November 2022