

SEND policy and information report

Dunton Green Primary School



Approved by: FGB

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1. Aims

Our SEND policy and information report aims to:

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

As a school, Dunton Green strives to support each child who has SEND to be able to achieve their potential and thrive in an inclusive and supportive education setting. Each child is valued as an individual and their unique needs are at the forefront of every decision made with regards to their education and well-being. The SENDCo, head teacher, class teachers and Teaching Partners (TPs) work in partnership with parents and carers to ensure that pupils' individual needs are met through our SEND provision.

2. 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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy was developed with the SENDCo, Head Teacher, SEND (Special Educational Need and Disability) Governor and will be reviewed annually.

3. Definitions

Definition of 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:

- (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. SEND Code of Practice (2014, p 4)

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’ SEND Code of Practice (2014, p5)

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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is **Mrs Lucy Linkins**

The SENDCo is available on 01732 462221 or email

l.linkins@dunton-green.kent.sch.uk

Mrs Linkins is employed on a part-time contract and is in school every Tuesday and Wednesday.

They will:

- Work with the headteacher and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEND up to date

4.2 The SEND governor

The SEND Governors are Alexia Perversi and Kerry Hopkins

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching partners 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND 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 (ASD) and speech and/or 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

We can make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan. For other types of special educational

need which do not occur as frequently and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.

Decisions on the admission of pupils with 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.

5.2 Identifying pupils with SEND and assessing their needs

Early identification of SEND is key in ensuring pupils are offered the right support in school. At Dunton Green, we make home visits to each child before starting in reception and liaise closely with the local pre-schools to gain information about any existing special needs or disabilities.

Once in school, we identify children as having SEND through a process of observations and consultation with teachers, parents and professionals (if appropriate). Initial observations and/or concerns are sent to the SENDCo using our SEN concerns forms. Once children are identified as having SEND they are added to our SEND register and parents are informed by letter. Each pupil with SEND has one personalised provision plan to cover each area of need which sets out long-term outcomes and short-term SMART targets, relating to specific interventions, which are reviewed at the end of each term, three times per year, with the pupil, parents/carers and teachers.

We follow the assess, plan, do, review cycle in supporting pupils with SEND.

At Dunton Green Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points (see table below).

Test	When administered
Reception base-line	Reception, term 1
Speech Link	Reception, term 1
Talk Boost	Year 1, term 1
Phonics screening	June
GAP (Grammar/Punctuation/Spelling)	Term 2, 4 & 6
PIRA (Progress in Reading)	Term 2, 4 & 6
White Rose Maths Assessment	Term 2, 4 & 6
SATs	Year 2 (term 5) Year 6 (term 5)

5.3 Consulting and involving pupils and parents

All parents of pupils at Dunton Green Primary School are invited to discuss the progress of their children on three occasions a year and receive a written report twice 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 and individual pupil progress will be shared with parents twice per year in written form.

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. They will be added to the SEN register and this will be shared with relevant staff and parents. The parent/s will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. Pupils will also be encouraged to voice their views, either in person at meetings or to a trusted adult in advance.

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. Pupils will also be asked their views, either in advance of these meetings or at the meeting itself, if appropriate.

At the end of each term, all pupils with SEND and those following specific intervention programmes are included in pupil voice sessions facilitated by TAs. The views of pupils are recorded and class teachers, SENDCo and head teacher are able to look at adapting provision, where necessary, in response to the pupils' views.

5.4 Assessing and reviewing pupils' progress towards outcomes

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have additional assessments, as and when recommended by outside professionals.

Pupils identified as having SEND have a personalised provision plan, outlining the additional interventions and support offered as part of their weekly timetable.

If assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted.

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 phonics intervention, Units of Sound, Speech Link, Language Link, Talk Boost, sensory Circuits, Lego Therapy, Speech and Language support, nurture groups, 1:1 reading.

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, and in some cases in consultation with the Local Inclusion Forum Team (LIFT), we will use a range of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors who are able to use a range of more specialist

assessment tools such as visiting physiotherapists, educational psychologists, counselling services such as Young Healthy Minds, speech and language specialists and the school nurse.

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 the SEND personalised provision plan and reviewed regularly, and refined / revised if necessary.

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.

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

5.5 Supporting pupils moving between phases and preparing for adulthood

All pupils at Dunton Green have the opportunity for transition sessions with their teachers and teaching partner in their new classroom setting at the end of each school year, including when they transition from KS1 to KS2. The teachers will have a transition meeting in the summer term where relevant information is shared about each pupil. This is so that best practice is continued and there is a consistency of approach which will aide the pupils as they move from phase to phase and year group to year group. Pupils with SEND will have additional opportunities with their new class teacher (where possible) in the summer term. The incoming teacher also receives the summer end of year report which is sent home to parents.

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 Dunton Green 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 is as seamless as possible. This will include individual meetings with parents and child in school setting in preparation for transition. Observations in the current setting where possible and meeting with nursery providers to discuss best practice and their observations of the child over time.

We also contribute information to a pupils' onward destination by providing information to the next setting. All secondary schools are invited to visit our children on site. Transition days for children to their new setting are also invited.

Teacher to teacher conferences take place in the month prior to transition as well as a meeting of inclusion managers from each setting.

Sevenoaks STLS team organise transition surgeries for primary schools to attend and share information about pupils with SEND with the local secondary schools. Dunton Green attend these surgeries in the Summer term.

During the Covid-19 situation, we are working with the Sevenoaks STLS team who are providing alternative resources to support children with transition to secondary school.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We follow the following advice set out in the SEND Code of Practice:

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 SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

This is advice developed by Kent County Council to ensure that our teaching conforms to best practice.

We can also provide the following interventions:

INTERVENTION	TARGETTED NEED	YEAR GROUP(S)	1:1 or group
Speech Link	Speech sounds	R and 1	1:1
Language Link	Language and understanding	1,2,5,6	Group
Phonics	Phonic understanding	R, 1, 2	Group and 1:1
Speech Bubbles	Communication and confidence	1,2	Group
Sensory Circuits	Sensory needs	R-6	Group
Clever Fingers	Fine motor skills	KS1 and KS2	Group
1:1 reading	Reading and comprehension	KS1 and KS2	1:1
Units of Sound	Literacy, dyslexia	4-6	1:1
Lego Therapy	Communication and interaction, social skills	KS2	Group
Dyscalculia Solution	Numeracy	KS2	Group

5.7 Adaptations to the curriculum and learning environment

At Dunton Green 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. These strategies may include using word-banks, assistive technology (e.g. voice to text), Clicker, voice notes, word-processing/i-pads as specified on personalised provision plans.

We differentiate both our curriculum and our teaching styles to meet the unique needs of each pupil in our school. When necessary, we work with external professionals, including the Specialist Teacher Team (STLS) and Speech and Language Therapists (SaLT) who advise us closely on how to appropriately adapt the curriculum to meet a child's individual needs.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review we discuss the SEND provision regularly with Governors and implement any appropriate improvements as and when required.

5.8 Additional support for learning

As part of our budget we receive 'notional SEND 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 we are constantly reviewing the interventions we can offer.

In very few cases a very high level of resource is required. The current 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 a top up to the school. This is called High Needs Funding. If a pupil has complex needs which mean that additional staffing and/or resources are needed to support their access to the curriculum, then we will make an application for this funding with the agreement of parents. The support outlined on the personalised plan will be costed and an appropriate level of funding agreed. Funding is usually agreed for a year and then the school will re-apply, as necessary.

We have teaching partners who are trained to deliver the targeted interventions to pupils (e.g. Units of Sound, Dyscalculia Solution, Lego Therapy, Sensory Circuits).

Teaching partners will support pupils on a 1:1 basis when needed to access activities in class and promote independence.

Teaching partners will support pupils in small groups both in and outside the classroom to support their collaborative learning skills.

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

- LIFT
- Speech and Language Therapy team
- Specialist Teaching and Learning Service (STLS)
- Educational Psychologists (following paediatric assessments)
- Physiotherapy team
- Occupational Therapy team

5.9 Expertise and training of staff

Our SENDCO (Mrs Linkins) has four years' experience in this role and has successfully completed the NASENCo accreditation at the University of Roehampton (awarded Sep 2019).

She works part-time, two days a week, to manage SEND provision.

We have a team of teaching partners, including one specialist SEN Teaching Assistant (SEN TA).

At Dunton Green Primary School we are constantly updating the training of teachers, teaching partners and governors to ensure we have staff with a range of skills to support SEND pupils.

Some of the main providers of training courses to support pupils with SEND are the Specialist Teaching and Learning Team and NHS Speech and Language (SaLT).

The SENDCO and/or head teacher would normally identify the need for specific training updates, depending on the need of pupils. The cost of training is covered by the notional SEND funding.

In the last academic year, staff have been trained in Mental Health Awareness, Lego Therapy, Sensory Circuits, initial TA training, Phonics.

We use specialist staff for Speech Bubbles and Play Therapy.

We currently have a teaching partner training with the Kent Educational Psychologist team to become an Emotional Literacy Support Assistant (ELSA). The training will be completed this year and we will be able to offer in-house ELSA support for pupils from September 2022.

5.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND 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.

5.11 Evaluating the effectiveness of SEND provision

For pupils identified as having SEN, with or without an Education, Health and Care Plan, there will be three in-year reviews of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. For pupils with an Education, Health and Care Plan the third review will be a statutory Annual Review of provision, as outlined in the plan. Outside agencies and/or specialist providers will be invited to attend the review meeting.

Each review of the SEND 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 *SEND 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

An evaluation of the effectiveness of SEND provision will be reported to the governing body annually.

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

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

We have a fully inclusive admissions policy which does not discriminate against pupils with disabilities or SEN. We will make every endeavour to meet the needs of every pupil and, where necessary, will seek advice on adapting the school environment so that every child can participate in daily activities and clubs.

5.13 Support for improving emotional and social development

At Dunton Green 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, PSHE, buddying, peer and staff mentoring and specifically targeted whole school weeks regarding online-safety, anti-bullying and the building of self-esteem and resilience, pupil and parent questionnaires, as well as indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following: access to a counsellor, advice and signposting to support agencies and in more serious cases external referral to CAMHS. We also have a Family Liaison Officer at the school who supports parents with SEND or vulnerable needs.

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 have a zero tolerance approach to bullying.

5.14 Working with other agencies

The governing body and SLT engage with the following agencies and teams to help the school support children with SEND:

- Consultation with Kent Social Services and Early Help services
- Free membership of LIFT for access to specialist teaching and learning service
- Disabled Children's Service for support for families of 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

5.15 Complaints about SEND provision

The normal arrangements for the treatment of complaints at Dunton Green Primary School are used for complaints about provision made for special educational needs and disability. We encourage parents to discuss their concerns in the first instance with the class teacher, SENDCo or head teacher. If unable to resolve the issue in this way, they are able to make a formal complaint 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. 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

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.

5.16 Contact details of support services for parents of pupils with SEND

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

5.17 Contact details for raising concerns

If you have any concerns please contact either the SENDCo:
l.linkins@dunton-green.kent.sch.uk

or the headteacher:

ht@dunton-gree.kent.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: LINK to our school offer table

Our local authority's local offer is published here: <http://www.kent.gov.uk/education-and-children/special-educational-needs>

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

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy should be read in conjunction with the following school policies:

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy and Accessibilty Policy

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality
- Safeguarding
- Complaints