



Northbourne Park School

Learning Difficulties / Disabilities and Special Educational Needs Policy

Author	Issue date	Review date	Purpose	Scope	Version	Agreed by
GJ	Jan 16	Jan 17	Academic	Whole school	1	Ed. Comm

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs(Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

In agreeing these staged arrangements, the school has taken into account the following statements and definitions :

*“Special educational provision is educational or training provision that is **additional to** or **different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

STAGE 1 Well-differentiated, quality first teaching.

- All learners will have access to quality first teaching and the delivery of lessons and teaching material will be suitably differentiated to meet the needs of the individuals within the classroom. Some lessons will be supported by teaching assistants.
- All learners will be included on a detailed Year Group Profile Register outlining their cognitive profile and any individual strengths and weaknesses or any specific learning difficulties. This register will enable teaching staff and the Head of Learning Support to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches need
 - Highlight repetitive or ineffective use of resources

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, prospective pupil assessment data, annual INCAS and MIDYIS testing.
- pupil assessment taking place six times a year and subsequent target setting within each subject
- following up parental concerns
- tracking individual children's progress over time using INCAS and MIDYIS assessment and individual subject assessment
- sharing of information from previous schools and external services if used
- maintaining a Year Group Profile Register identifying those with identified needs and receiving additional support from external agencies or additional targeted support from the Learning Support department. This register is updated termly through meetings between the teachers and Head of Learning Support.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Seeking the advice of external experts where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving, the school provides for these additional needs as follows:

- teachers differentiate work and resources as part of quality first teaching
- small focused and supported class group work with teaching assistant or gap year assistant
- bilingual support (interpreter in Section Bilingue)/access to materials in translation, bilingual dictionaries
- further individual differentiation of resources,

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, and senior leaders.
- ongoing assessment of progress made in subject reviews occurring twice a term and targets set
- termly teacher parent reviews
- feedback from all staff in the weekly staff meeting
- pupil progress tracking using INCAS/MIDYIS data (whole-school processes) and individual subject data
- regular meetings about pupils' progress between the Head of Learning Support and subject /form teachers.

Stage 2 Additional SEN Support

- In consultation with parents pupils will be offered additional SEN support when it is clear that a pupil will benefit from intervention which is “additional to” or “different from” the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014. These sessions are offered on a withdrawal basis by qualified teachers and are charged to parents.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support. If EAL learners are receiving a planned language programme this is identified on the Year Group Profile register.
- In Nursery it may be decided that a very small number of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority via the local LIFT team.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a termly IEP will be written by the class teacher/Head of Learning Support.
- Our approach to IEPs is as follows:
 - IEPs are a planning, teaching and reviewing tool which enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - IEPs will be based on informed assessment and where available will include the input of outside agencies.
 - IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - IEPs will specify how often the target(s) will be covered
 - IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - Discussion between class/subject teacher and Head of Learning Support
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional if relevant

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Funding within Nursery
 - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local KCC policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. On application for admission to the school the pupil's language level will be assessed and parents will be advised if an individual language induction programme is required.

Provision

Where necessary, additional support will be given to improve acquisition of English. The following provision can be expected:

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- All EAL learners are offered the opportunity to study for a KET, PET or FCE Cambridge English Language Assessment in the May following their arrival at the school.

Inclusion of pupils who are very able and/or talented

In this section the term '**very able**' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term '**talented**' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

Physical talents:sports, games, skilled, dexterity

Visual/performing abilities: dance, movement, drama

Mechanical ingenuity: construction, object assembly (and disassembly), systematic, working solutions

Outstanding leadership: organiser, outstanding team leader, sound judgements

Social awareness: sensitivity, empathy,

Creativity: artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on DFES guidelines, we monitor the children closely in the Foundation Stage and at KS1, but we only identify very able and talented children once they enter Key Stage 2 (Year 3).

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher/peripatetic teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will identify able and/or talented children, and their individual strength or ability is recorded on the Year Group Profile Register. This list will be kept under review. Provision for very able and/or talented children will be reviewed termly.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

A Maths extension club is offered

11 plus offered

Science, Art and Music enrichment sessions are offered

We offer a range of extra-curricular activities and clubs for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching and regular inter school sports competitions.

Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Head of Learning Support who is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximizing achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximize their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Head of Learning Support. The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school mid term and end of term pupil assessment and reporting system
 - analysis of a whole-school INCAS/MIDYIS screening
 - individual pupil progress discussion at staff meetings
 - regular meetings with the Head of Learning Support
 - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the Head of Learning Support will oversee the day- to-day operation of this policy in the following ways:

- maintenance of Year Group Pupil Profile Register identifying pupils with special educational needs and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising class and individual subject teachers
- managing Learning Support Department staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs

- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of termly review for all pupils receiving additional support from the school Learning Support department and annual reviews for those pupils with statements or EHC with a statement of special educational need
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence that a pupil may have a special educational need which will require significant support,
- overseeing smooth transition arrangements and transfer of information for Year 6 pupils and Year 8 pupils with additional needs.
- Write, review and monitor Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, evaluating regularly the impact and effectiveness of additional interventions.
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising closely with a range of outside agencies supporting individual learners within the school

Class teacher (Nursery to Year 2) Form teacher and Individual Subject Teachers (Years 3 to 8)

- liaising with the Head of Learning Support to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need strategies in place within the classroom– but do not have special educational needs.
 - which pupils are in receipt of additional support because of a special educational need and need to go on the school’s SEN list.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant and gap assistant support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing pupils’ progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school’s generic processes for tracking the progress of all pupils with half termly and termly reviews and reports
 - Termly reviews of IEPs for those receiving additional Learning Support or EAL lessons. Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)
 - Analysis of annual INCAS (Years 1 to 6) assessment and MIDYIS assessments (Years 7 and 8)

This Policy will be reviewed annually by the Head teacher and SENCo and was last reviewed in November 2015

Headteacher:

SENCo



Northbourne Park School

SEN INFORMATION REPORT

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- At Northbourne we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience.
- Lesson planning seeks to address the learning needs of all pupils in the class. Teachers are supported to ensure they are skilled in differentiating the curriculum for vulnerable learners. When senior leaders carry out observations of teaching and learning in classrooms particular attention is given to whether the learning is inclusive.
- From Year 3 onwards pupils are given the opportunity to identify their own improvement targets every six weeks

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- The school holds termly assemblies and PSHE sessions on what constitutes bullying and actions for children to take if bullying is suspected. Each form contributes to their own **Anti Bullying Charter** which is displayed in their own classroom.
- Each form from Year 3 onwards elects a form member to represent their form's views and raise any individual concerns at half termly forum meetings. Any concerns raised by pupils are brought up at Senior Management Meetings.

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

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have training and a qualification in working with pupils with SPLD.
- All staff will be advised in how to best support all vulnerable learners in order to maximise their achievement. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from outside experts such as Educational Psychologists, Occupational Therapists, Speech therapists, the Specialist Teaching Service and the Early Years Help service.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

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

- When a high level of staffing support is required to support a pupil with an identified special educational need, our school will, where possible apply for additional funding to the local authority.
- If the local authority is unable to fund additional staffing for an individual pupil the parents will be responsible for the cost of the additional support.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Arrangements for consulting parents of children with special educational needs and involving them in their child's education

Arrangements for consulting young people with SEN and involving them in their education

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with any outside agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for pupils receiving additional support, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of a clearly defined marking scheme. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.

- Our school seeks to respond quickly to emerging need and work closely with other agencies including :
 - Lift team
 - CAMHS
 - Educational Psychology Service
 - NHS Speech and Language Service
 - Occupational Therapists
 - Early Years Intervention team
 - Early Years SEN support service (Inc Portage team)
 - Specialist Teaching Service
 - Counsellors
 - Play therapists

- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact, the Head of Learning Support, within the school who will coordinate the support from outside agencies for each pupil.

Arrangements for supporting children and young people in moving between phases of education.

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings..
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the Head of Learning Support will liaise.

Admission Arrangements

See Northbourne Park's Admission Policy.

Arrangements made by the governing body complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher/form teacher and Head of Learning Support, then, if unresolved, by the head teacher. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Northbourne Park Complaints Policy).

The contact details of support services for the parents of pupils with special educational needs.

- Educational Psychologist: Rebecca Rice rebecca.edpsych@gmail.com
- Specialist Teaching and Learning Service: Nursery and Foundation Stage:
<http://www.kelsi.org.uk/inclusion-and-special-education-needs/special-educational-needs/partnership-teams>
- Speech and Language Therapy : www.kentcht.nhs.uk
- Early Help and Preventative Services: earlyhelp@kent.gov.uk
- Private Speech and Language Therapist: Julia Fay – juliafay@hotmail.co.uk
Tel: 07957397298
- Education Health and Care Plan – www.kelsi.org.uk/inclusion-and-special-education-needs/special-educational-needs/SEN-statutory-assessment
- Occupational Therapist: karen@cleverkidsconsultancy.co.uk
- Play Therapy: melissaperriss@btinternet.com

This Report will be reviewed annually by the head teacher and the Head of Learning Support and was last reviewed in November 2015.

Head teacher: Sebastian Rees

Head of Learning Support: Gwenno Jones

