



Special Educational Needs and Disability Policy

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Contents

School profile and context

Aims

Legislation and guidance

Definitions

Roles and responsibilities

SEND information report

Monitoring arrangements

Links with other policies

School context and profile

Currently there are 84 pupils on the SEN register, 12 with an EHCP and x2 EHCP requests in process. The number of SEN children on the register is 13.0% which is in line with Kent statistics and below national at 15.3%

The main areas of need are: Communication and Interaction (ASD, Speech and language needs and any other spectrum conditions), Cognition and Learning (learning needs such as dyslexia) and Social, emotional and Mental Health (including ADHD)

In KS2 there are a number of pupils who have a diagnosis of Dyslexia

Aims

Our SEN policy and information report aims to:

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

At Madginford Primary School we can make provision for every kind of frequently occurring SEN without a Statement of Special Educational Needs/ Education, Health and Care Plan, for instance: dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of SEN which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

The school also currently meets the needs of pupils with a Statement of Special Educational Need / Education, Health and Care plan with the following kinds of SEN: autistic spectrum disorder and visual impairment. Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a Statement of Special Educational Needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with SEN.

Legislation and guidance

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice, January 2015 – updated June 2020
- 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 September 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Statutory Guidance on Supporting Pupils at school with medical conditions – April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document – September 2016.
- Teachers Standards 2014.

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

- Accessibility Policy
- Behaviour Policy
- Equalities Information
- Safeguarding and Child Protection Policy

This policy has been developed in consultation with parents, staff and the Governing Board and will be reviewed annually.

Definitions

Special Educational Needs (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 them. A child of compulsory school age or a young person has a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEND Code of Practice, January 2015*

Special educational provision is educational or other specific provision that is additional to, or different from, the provision in place for other children or young people of the same age by mainstream schools.

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.’

SEND Code of Practice, January 2015

Some children have life altering disabilities and they attend our school. Their disability does not mean that they are SEND but we as a school provide access and support so that they may succeed.

Roles and responsibilities:

The SENCO and the wider team

The SENCO is:	Mrs S Gravina-Santer (senco@mps.kent.sch.uk)
The inclusion manager is:	Mrs. Y Best
The SENCO assistant is:	Miss A Matthews
The Family Liaison Officer is:	Mrs. N Avis

We will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 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 SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher, Inclusion Manager and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy SEND information report:

SEND information report

The kinds of SEN 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, Asperger's Syndrome, speech and 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
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: additional phonics, fine motor skills activities, Balance Education and Movement, memory strategies, small focused maths and writing groups, 1:1 reading support and social & emotional support, e.g. Lego therapy and well-being groups. There is additional support for pupils with English as an Additional Language.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Madginford Primary School we use the following assessment tools: GL dyslexia screening tool, Language Link, Speech Link, language for learning screening and the Boxall Profile. More recent assessments include; The British Picture Vocabulary assessment, Raven matrices and EVT. We also have access to external advisors such as the specialist teaching service and the educational psychologist who are able to use a range of further assessment tools.

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 known as a provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil 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

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All assessments are reviewed regularly and when needed.

Provision maps will be reviewed at least once a term and personalised plans will be reviewed at least 3 times a year and shared with parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

If your child is moving to another school:

- We will contact the school SENCO and ensure that they knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- All Provision Maps and any provision plans will be shared with the new teacher.
- Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.

In Year 6:

- We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and staff from the new school will visit your child in this school. This includes the SENCO who liaises with the class teacher and Inclusion manager.

Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language (provided by speech and language therapy team)
- Speech Link and Language Link
- Balance Education And Movement
- DASH
- Precision Teaching
- Social and Emotional groups e.g. cooking
- Social Use Language Programme
- Time to talk
- Pre-teaching of vocabulary for all subjects
- Post teaching of maths and English
- Lego Therapy
- Phonics
- Forest School
- Lunch Club
- Handwriting/letter and number formation
- Clever Fingers

Adaptations to the curriculum and learning environment

The school is situated across two buildings: Water block which comprises of just one storey with some steps and Wheel Block which comprises of a lower, ground and upper floor with steps leading to each; in both buildings, the ground floor is easily accessible.

- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Strategies and guidance are available for pupils and staff with dyslexia. The school is currently working towards the Dyslexia friendly BDA quality mark.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Many resources to support children with sensory stimulation; lights, sounds, touch.
Writing slopes, writing grips, alternative scissors (e.g. loop scissors) and reading rulers are readily available for children to use.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, printing out instructions, now and next boards etc.

Additional support for learning

At Madginford, we have many teaching assistants who are trained to deliver a range of interventions. The SENCO assistant (Miss Matthews) and the SENCO (Miss Gravina) offer training to new staff to ensure that they are confident with facilitating interventions.

Teaching assistants will support pupils on a 1:1 basis and this is dependent on the individual needs of the children.

Teaching assistants will support pupils in small groups. Some interventions are carried out in the morning and most are carried out in the afternoon.

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

- Speech and Language Therapy teams (Buy-in service and standard referral channels)
- Educational Psychologist (Buy-in service)
- Specialist Teaching and Learning Services through Five Acre Wood
- Community Paediatrics
- Occupational Therapists
- Social Services
- Early Help
- Play Therapy
- Children and Young People's Mental Health Services
- Single Point of Access
- School Nursing Team
- ADHD Nurse

Expertise and training of staff

Miss Gravina (SENCO) has 4 years' experience in this role and has worked as a class teacher for over 10 years. Miss Gravina is allocated 5 days a week to manage SEN provision.

We have a team of 24 teaching assistants, including 4 higher level teaching assistants (HLTAs) and a SENCO assistant who are trained to deliver SEN provision.

Many of the TAs and teaching staff have the following training:

- Dyslexia Awareness
- Attachment Disorder Awareness
- Language for Learning
- Understanding the New Code of Practice.
- First Aid training
- Child Protection / Safeguarding Training
- Precision Teaching
- Boxall Profile assessment
- De-escalation Techniques
- The LIFT process

In addition individual teachers, teaching assistants and the SENCO have received the following enhanced and specialist training:

- Autism awareness training

- Sensory Circuits
- BEAM & BEAM+
- Lego Therapy
- Read Write Inc.
- Toe by Toe
- Clever Fingers
- Social Stories
- Colourful Semantics
- Language for Learning
- Anxiety in children and Anxiety School Based Avoidance (ABSA)
- TEACCH approach to learning

We use specialist staff for:

- Speech and Language therapy
- Educational Psychology
- Play Therapy
- LIFT Meetings through Five Acre Wood

Securing equipment and facilities

Any equipment or facilities that are needed are paid for through the notional SEN budget. Any specialist resources recommended by external advisors are paid through high needs funding. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- All impact evidence is available for review by the governing body.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. Vulnerable pupils are given priority and adjustments will be made to support their participation in before-and-after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils are encouraged to go on our residential PGL trips and to take part in sports day/school plays/special visitors and topic-related workshops, etc.

Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents and Carers are invited to accompany their child on a school trip if this ensures access.

Health and safety audits will be conducted as and when appropriate, please also read our accessibility plan.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

At Madginford we understand that it is important to enable all pupils to develop emotional resilience and social skills, both through direct teaching within the curriculum of PSHE (Jigsaw) and Circle time and the conversations that all staff have, with children, throughout the day, in assemblies and general class discussions.

For some pupils with the most need for help in this area the following can be provided: time to talk with the class teacher or support staff, group and 1:1 sessions with the FLO, external referral to CYPMHs (mental health service), a time-out space for pupils to use when upset or agitated or time with SENCO, SENCO assistant or other members of staff or senior leaders. Pupils with more specific SEMH needs, receive more intensive support through: small group and individual sessions such as; Drawing and Talking, Play Therapy and Educational Psychologist. At Madginford we use the Boxall Profile to assess children's emotional needs, using nurture strategies to support the outcomes of these where necessary.

For those children who have difficulty coping with unstructured times such as; break times and lunch times, we provide safe spaces for those children access activities during these times.

We have high expectations for all children's behaviour however we support those children who have difficulty with the whole school approach to behaviour. There are pastoral support plans in place and individual reward/adapted behaviour strategies. Here at Madginford, we also have a zero-tolerance approach to bullying.

Working with other agencies

We work closely with other agencies (listed in the **additional support for learning** section) and collaborate to meet the needs of our SEND children. We ensure that the advice and suggested strategies are full implemented. Any recommended equipment is also purchased promptly.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance and this can be done via Class Dojo. If this has not been resolved then contact the SENCO, Inclusion Manager and then Headteacher and governing body.

Please also read our complaints policy.

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

Contact details of support services for parents of pupils with SEN

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:

Information, Advice and Support, Kent (IASK): iask@kent.gov.uk

Telephone: 03000 41 3000

The local authority local offer

The local authority's local offer is published on:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

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

Monitoring arrangements

This policy and information report will be reviewed by Stephanie Gravina-Santer and Yvette Best **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.

Links with other policies

This policy links to the following documents:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Complaints Policy
- Statutory policies held in school pertaining to the safeguarding of children

(Signature)

(Role)

(Date)