



**Wateringbury CE Primary
School**

Special Educational Needs & Disability Policy and Information Report

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Learning, growing, achieving.....our journey together with God.

WATERINGBURY CE PRIMARY SCHOOL

SEND POLICY AND INFORMATION REPORT

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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 and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Wateringbury, we make provision for every kind of special educational need, for instance: dyslexia, dyspraxia, speech and language needs, autism spectrum condition, Attachment disorder, learning difficulties and behaviour difficulties. If a pupil has a special educational need that the school is less familiar with, we will access training and advice from external agencies so that we can support these needs. Children who require a significant amount of additional support are placed on the SEND register and they have a personalised provision plan. Some of the children on the SEND register have high needs funding and a small number of these have an Education, Health and Care plan.

The admission of pupils with an Education, Health and Care plan are made by the Local Authority.

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

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 SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability 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

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 SENCO

The SENCO is Rachel Bryant and she can be contacted via email at rbryant@wateringbury.kent.sch.uk or 01622 812199.

The SENCO 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 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 governor will:

- Help to raise awareness of SEND 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 and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO 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 SEN 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 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 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, 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 and processing difficulties.
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND 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 assess progress for all pupils, three times a year, 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 SEND.

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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether the child has special educational needs. 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.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This cycle will be completed six times a year and will be recorded on class provision maps.

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
- The SENCO's assessment and experience of the pupil
- Their previous progress and attainment and 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

The assessment will be reviewed 3 times a year.

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. The SENCo will review the effectiveness of the support and interventions and their impact on the pupil's progress six times a year.

5.5 Supporting pupils moving between phases and preparing for adulthood

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 Watringbury CE Primary School we work closely with all feeder nurseries and pre-schools to ensure a smooth transition into primary school. Our Early Years team visit many of the pre-school and nursery settings and if there are concerns the SENCo will also visit Nurseries and preschools. Mrs Bryant is available for meetings with parents prior to your child starting school to aid a smooth and well-planned transition. Our Early Years team also visit your child at home to learn more about them and their environment.

When the children transition from Watringbury to a Secondary school, Mrs Bryant will meet with the SENCO at the child's new school and will discuss the needs of the child to ensure a smooth transition. For children with EHCPs, Secondary SENCOs are invited to the child's EHCP review so that they can contribute to writing the outcomes for the next key stage.

5.6 Our approach to teaching pupils with SEND

We have a highly skilled staff team at Watringbury CE Primary School, who have knowledge and experience of supporting children with Autism, Dyslexia, Speech and Language Difficulties, Dyspraxia, Sensory Needs, Attachment Disorder as well as a range of fine and gross motor needs. Each of our Teaching Assistants specialise in a specific area for which they receive training and input from outside agencies where available.

Kent County Council have set out a list of core standards that must be met in a mainstream school, which outline the level of general classroom support for children with SEND. These can be found here:

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

Kent County Council also set out the provision available across the county for pupils with SEND, entitled the local offer <http://www.kent.gov.uk/education-and-children/special-educational-needs#>

Teachers at Watringbury aim to provide quality-first teaching and will use a range of teaching strategies as well as differentiated work to ensure all children make progress regardless of their need. Occasionally this is insufficient, therefore personalised provision plans will be written for the child. The personalised provision plan is reviewed three times a year and the targets and outcomes are based on the parents, class teacher, teaching assistant and SENCO's input. The provision plan will outline the support available for each individual child.

We currently offer the following interventions in school:

Maths- Booster groups, RM Maths, maths Catch-Up and Every Child Counts.

English- Booster groups, Floppy's Phonics, Read Write Inc. Spelling, reading, English Catch-up, Lightening Squad and Lexia.

Speech and Language- Speechlink, Language Link, pre-teaching, communicate in print, and Box Clever.

Fine and Gross Motor: Clever Fingers, BEAM, Handwriting interventions

Social, emotional and mental health: Play therapy and Draw and Talk
Other: Moving Sit Cushions, Theraputty, Time out Space, social stories, visual aids, sensory circuits, fiddle toys, sensory blanket, comic strips.

If we continue to see a lack of progress despite a high level of support we can refer to outside agencies for more specialist support. These include:

- speech therapists
- occupational therapists
- physiotherapists
- specialist teachers
- educational psychologists
- paediatricians.

All recommendations from outside agencies are then put in place by the school to help ensure children reach their full potential.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- 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, personalised timetables, nurture curriculum etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now and next boards, talking tins, privacy boards, larger pencils, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolds, varying stimulus, etc.

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis if the child has complex needs and require a personalised timetable, these children have high needs funding.

Teaching assistants will support pupils in small groups when a child requires additional support to ensure they make good progress.

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

- Early Help
- Paediatrics
- Educational Psychologist
- LIFT
- Specialist teachers
- SENCO forum

5.9 Expertise and training of staff

The SENCo is Mrs Rachel Bryant who has worked at Watringbury CE Primary School since September 2015. She completed the National Award for SEN Co-ordination in October 2016 and has worked with a range of pupils with SEND both in her role as

classroom teacher, Phase Leader and leading Maths teacher. She frequently works with other SENCOs in the local area where ideas are shared on how best to support complex children.

The school employs 10 Teaching Assistants, including 1 higher level teaching assistant, each of whom have a specific specialism and are highly trained through Nexus Special School and other local organisations to deliver SEN provision. The teaching assistants are trained to deliver the following interventions:

- Speech and language interventions
- Phonic interventions
- Clever fingers
- Beam
- Sensory circuits
- Draw and talk
- Every child counts
- Writing interventions
- Read, write inc. spellings
- Catch up Intervention
- Lightening Squad

Mrs Bryant can be contacted at school on Tuesdays and Wednesdays or by email: rbryant@wateringbury.kent.sch.uk

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 SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress once every term.
- Reviewing pupils' individual progress towards their goals, on their personalised provision plan, three times a year
- Organising transition meetings for pupils with SEND before they start a new school year
- Holding annual reviews for pupils with EHC plans

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

All clubs, trips and activities offered to pupils at Wateringbury are available to pupils with special educational needs and disability either with or without an Education,

Health and Care Plan. The school will conduct a risk assessment prior to the trip to enable the safe participation of the pupil in the activity. All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

At Waterringbury 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.

It is our intention to ensure continuously that the curriculum and learning environment are appropriate for all children. We have the following in place:

Building

- Accessibility to the building from the playgrounds
- Additional disabled toilet facility
- Disabled parking facilities by main entrance
- Upgraded lighting in classrooms
- New playground equipment for climbing and strengthening arms
- Quiet break-out areas established in ICT suite, library and atrium
- Improved group teaching areas
- Safe Space for out-of-class calming time

Curriculum

- Differentiated curriculum: individual learning pathways for children not working within their year group programme of study
- CPA approach in maths for all learners
- Educational visits available to all
- Higher profile of outdoor learning and practical approach to teaching
- Child centred approach to learning
- Ensure a coherent curriculum so knowledge builds year on year so that the learning is linked, is relevant and can be used to formulate own ideas

How pupils with disabilities are supported:

- Arrangements for the admission of disabled pupils – we would invite all children to look round the school. We would demonstrate what we could provide and discuss ways of adapting the school environment to suit the disabled child's needs.
- We are an inclusive school and we ensure that all children are treated equally regardless of their disability.
- The school has ramps so that all areas can be accessed and we have disabled toilets to assist disabled pupils.
- Please follow the link to see the school's accessibility plan: [Accessibility-Policy.pdf \(waterringbury.kent.sch.uk\)](https://www.waterringbury.kent.sch.uk/Accessibility-Policy.pdf)

5.13 Support for improving emotional and social development

At Wateringbury, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching for instance PSHE, SEAL, Collective Worship, school council and class circle time. We believe that every conversation adults have with pupils throughout the day should develop rapport, self-confidence and mutual respect.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the playground friends club to promote teamwork/building friendships etc.

For some pupils with the most need for help in this area we also can provide the following: access to counselling, Play Therapy, Draw and Talk, mentor time with member of staff, bereavement support, external referral to CYPMHS and time-out space for pupil to use when upset or agitated.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school has engaged with the following agencies in order to meet pupil's SEN and support families:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Access to drop-in surgeries with specialist teachers
- Educational Psychologist

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher first, followed by the SENCO and finally the headteacher. They will then be referred to the school's 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

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 it provides parents/ carers with an opportunity to feel confident to express their views and wishes about education and future aspirations. They can be contacted on:

HELPLINE: 03000 41 3000,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

Email: iask@kent.gov.uk

Website:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service/contact-Information-Advice-and-Support-Kent>

5.17 Contact details for raising concerns

At Watlingbury, we encourage parents/carers to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal 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.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Contact details:

SENCO: rbryant@watlingbury.kent.sch.uk

Headteacher: headteacher@watlingbury.kent.sch.uk

Chair of the governing body: Gail Isted gisted@watlingbury.kent.sch.uk

5.18 The local authority local offer

The local authority's local offer is published on kent.gov.uk/education-and-children/special-

[educational-needs](#) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

6. Monitoring arrangements

This policy and information report will be reviewed by Rachel Bryant (SENCo) **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 links to our policies on:

- Accessibility plan
- Behaviour