



# Pilgrims' Way Primary School

## SEND policy and information report

**Approved by:** Ann Taylor Williams (SEN Governor)      **Date:** 10.10.19

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## 1. Aims

Our aim at Pilgrims' Way is to make learning irresistible for all children; we want all children to develop a thirst for learning and push themselves to be the best that they can be. At Pilgrims' Way, we believe that learning should be a rewarding and enjoyable experience for all supported by our school values: Success, Respect, Aspire, Positive, Resilient. Our irresistible curriculum promotes independence through purposeful learning experiences and it is our intent that our inclusive curriculum enables our children to become confident and well-rounded individuals with a thirst for learning. We welcome all children to our school, whatever their need, irrespective of disability or difficulties.

Our SEND policy and information report aims to:

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

## 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

## 3. Definitions

### The definition of SEN

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other in the same age in mainstream schools or mainstream post-16 institutions.

(SEN Code of Practice 2014 p14)

#### The definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'.

(SEN Code of Practice 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 SENCO**

The SENCO is Mrs Zara Smith. The Assistant SENCO is Mrs Olivia Watts. Both are qualified teachers with many years of experience. Mrs Smith, in line with national requirements, has completed the Post Graduate Certificate National Award for SEN Co-ordination; Mrs Watts is completing this in the current academic year. Mrs Smith works Monday, Wednesday and Thursday. Mrs Watts works Tuesday, Wednesday and Friday. Both can be contacted via the office on 01227 760084.

They will:

- Work with the headteacher and SEN 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 and pupil centered approaches 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 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
- Apply for additional funding as needed.

### **4.2 The SEN governor**

The SEN 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 SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN 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. SEN information report**

#### **5.1 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 condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, global developmental delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, complex medical needs
- Moderate/severe and multiple learning difficulties

#### **5.2 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

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

We use a range of assessments with all the pupils at various points. These include:

- Tracking of the progress of all Year R pupils through the Early Learning Goals along with regular phonics checks.

- Language Link Screening for Year R and 3 pupils to identify any potential language difficulties (and on a needs basis for other years)
- Phonics assessments each term from Year R to Year 2 (and on a needs basis for other years.)
- Year One Phonics Screening
- Teacher Assessments ( 3 x per year ) in Reading, Writing and Maths (Years one to six) using our whole school assessment system
- Spelling Punctuation & Grammar (SPAG) Teacher assessments (3 x per year) from years 2 to 6
- CATS (Cognitive Ability Tests) Reasoning Assessments in Year 3,4 5.
- Reading Tests three times during the year from Year 1 to Year 6.
- Maths Tests three times during the year from Year 1 to Year 6.

Where children are not making adequate progress even if special educational needs has not been identified, we consider carefully the barriers to learning through a systematic process.

It is important to remember that many pupils will require additional support at some point in their education and this does not necessarily mean that they have SEN.

All targeted support put in place by the school is monitored and helps to build a full picture of a child's learning journey. This evidence will support the identification of SEN should this be necessary.

A discussion regarding a pupils progress will be had with the Class Teacher, parent and SENCO and outcomes agreed, this could follow the steps detailed below:

1. Implement new strategies - To be used in class under Quality First Teaching – are there any further resources or support that could be trialled and monitored to assess impact?
2. In school assessment – Pilgrims' Way is able to administer a variety of specific assessments that support Identification of need, depending on the identified area of slow progress. These are done on an individual basis.

From these assessments, planned support will be put in place for the child and agreed targets will be set. Progress will then be monitored by the Class Teacher, and a referral for additional support made if progress is not evident.

3. Referral to an outside agency – In consultation with parents it might be agreed that the nature of the difficulty that the pupil is experiencing might warrant an immediate referral to ensure that specialist support or assessments are accessed. In other cases the outcomes of the in-school assessments might necessitate immediate referral.

Examples of possible referrals:

Speech and Language

School Nurse/ General Practitioner (GP) – initiates Occupational Therapy referral

LIFT – further access to Specialist Teaching Service support, and Out Reach from Specialist schools

Paediatrician

Educational Psychologist

CYPMHS (Children and Young People's Mental Health Service)

### **5.3 Consulting and involving pupils and parents**

All parents of pupils at Pilgrims' Way primary school are invited to discuss the progress of their children at regular intervals and receive written reports. These are opportunities to 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. Pupil voice will be sought as appropriate to the age and needs of the child.

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**.

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 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

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.

#### **5.5 Supporting pupils moving between phases and preparing for secondary school**

We work closely with the educational settings before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Arrangements include:

- Teacher (and SENCO where appropriate) visits to Nursery
- Transition Days within school eg Teddy Bears Picnic
- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Pre school settings, Specialist Teachers/Health Professionals and parents to gather information and to plan for additional support needed. This may include: additional visits, transition meetings, supports such as Social Stories/Visual supports.
- Within school and between phases, we identify children who may be vulnerable at transition and work with parents to put in additional supports eg Social stories, additional visits.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, primary SENCO and secondary SENCO at which further supports may be planned.

#### **5.6 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. Examples of quality first teaching can be seen on the website.

Provision and support for pupils at Pilgrims' Way is tailored specifically to ensure that pupils needs are met on an individual basis and support is targeted clearly. Pupils are set targets that whilst challenging, are also achievable and measurable. Work is designed and differentiated carefully to ensure that pupils can work towards

achieving these targets using the best resources and incorporating the learning style that suits them best.

Much of the support given, is done within class or a small group and fully includes all children in learning and whole class activities. Provision is sensitively managed and considered, to ensure pupils well-being and inclusion at all times. However some provision requires 1:1 work to ensure full engagement and management of the provision – for example speech and language work.

Examples of additional provision that might be seen at Pilgrims' Way:

- Language support in small groups
- Over learning of key skills (e.g. phonics)
- FIZZY (Gross Motor skill development)
- Dyslexia Support (visual perceptual skills)

Examples of practical resources that might be seen at Pilgrims' Way:

- Visual support in class (e.g. visual timetables, writing frames)
- Alternative recording methods (laptops)
- Support for memory skills (voice recorders)
- Seating aids (cushions)
- Writing supports (desk slopes, pencil grips)

## **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, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as Drawing and Talking, Blanks level of questioning, phonics, language groups, Lego play, Word Wizard vocabulary work, Precision teaching and Language through Colour.

We have a dedicated HLTA (Higher Level Teaching Assistant) to deliver speech and language provision three days a week. She is trained in Cued Articulation, speech sound production interventions, Blanks level of questioning and Language through Colour work.

We have extensive grounds, including a Forest School, run by our Forest School Assistant five days a week. This is used to provide additional opportunities to build resilience, develop social communication skills and cooperative learning.

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

- NHS SALT referrals
- O.T /Physio
- Educational Psychologist
- Specialist Teaching Service accessed following LIFT referrals
- Consultant Paediatrician
- Special School Outreach Teacher
- CYPMHS – Children and Young People's Mental Health Service – Georges Turle House
- Other Agencies that might be involved Early Help, Social Services Education Welfare Officer

## **5.9 Expertise and training of staff**

In the last academic year, staff have been trained in the following: social skills, Drawing and Talking, sensory circuits, Lego play, Boxall, Language Link, Quality First Teaching strategies, Blanks level of questioning, Word Wizard pre-teaching vocabulary, Attachment theory and Neuro-development.

## **5.10 Securing equipment and facilities**

All schools are provided with a budget for SEN and this allows us to ensure that the resources and facilities are correct for individual pupils. Some resources are accessed via the SENCO who along with the Class Teacher has identified an area where an additional resource might be supportive (for example a voice recorder or desk screen). In other instances Outside Agencies will provide us with the details of equipment that we need to access and the school will provide this. Often these can be quite specialist resources or occasionally a recommendation for a specific pupil that will actually support many. If a pupil requires a high level of support/equipment, in addition to the budget allocation, an application can be made for High Needs Funding to ensure that all the support required can be in place for that pupil (subject to criteria.)

## **5.11 Evaluating the effectiveness of SEN provision**

At regular intervals, each review of SEN support plans, will be informed by the views of the pupil, parents and class teacher including any adults working in the team. The assessment information from teachers combined with this information will show whether adequate progress in the provision is being made. We evaluate the effectiveness of provision for pupils with SEN also by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring and observations
- Using provision maps to measure progress and analysing data
- Holding annual reviews for pupils with EHC plans

Personalised plans will be reviewed three times a year through 'in year reviews' and the effectiveness of provision is discussed then.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If appropriate a risk assessment may need to be undertaken and the child's best interests and safety will be paramount.

All pupils are encouraged to go on our residential trip(s). Meetings will be organised to ensure provision supports a child to access this alongside peers.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

We will seek to make reasonable adjustments and liaise with parents to consider any barriers and how to overcome them.

## **5.13 Support for improving emotional and social development**

All pupils learn to develop emotional resilience and social skills, both through direct teaching for instance:

- PSHE (Personal Social & Health Education)
- Colour Monster displays in each classroom and communal areas
- Promotion of Growth Mindset throughout the school
- Speaking and Listening groups
- Social skills groups

and indirectly with every conversation adults have with pupils throughout the day.

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 also 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 clubs to promote teamwork/building friendships etc.
- Boxall screening and Learning plans for targeted work

If required a referral to Early Help or CYPMHS- Child & Young Person's Mental Health Services (subject to referral criteria) can be made with parents.

#### **5.14 Working with other agencies**

The school can access support from a range of additional bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. These may include:

- LIFT (Local Inclusion Forum Team) for access to Specialist teaching and learning service and Special School Outreach teachers.
- 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

Working collaboratively we will endeavour to enhance provision for pupils with SEN.

#### **5.15 Complaints about SEN provision**

Initially please talk to a member of staff should you wish to discuss any complaints. We would hope that through speaking with a member of school staff we can resolve your concerns. For additional information please read the school complaints policy.

[http://www.veritasmat.co.uk/\\_site/data/files/documents/41F5B3725E293400968F854C2B9F6E50.pdf](http://www.veritasmat.co.uk/_site/data/files/documents/41F5B3725E293400968F854C2B9F6E50.pdf)

We encourage parents to discuss their concerns initially with the class teacher. This can be organised via a meeting through the office. The FLO, SENCo, Deputy Head and Headteacher can also be contacted via the school office to resolve the issue before making the complaint formal to the Chair of the governing body.

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.

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.

#### **5.16 Contact details of support services for parents of pupils with SEN**

Information, Advice and Support Kent (IASK) offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. They empower parents to play an active and informed role in their child's education. More information is available via the link:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/assessments-and-statements-of-special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

#### **5.17 Contact details for raising concerns**

The initial contact for concerns should be via your child's class teacher. This is best achieved in a pre-arranged meeting. In other instances, you can contact the school office to arrange a meeting with the SENCO, FLO, Head teacher, Deputy head teacher via the office. If queries cannot be answered immediately a meeting will be arranged in order to discuss concerns and decide on further action if required.

#### **5.18 The local authority local offer**

The Local Authority are responsible for ensuring that they provide details of how information, advice and supported related to SEN and disabilities can be accessed and resourced. This is identified in the Local Offer published on the [kent.gov.uk](http://www.kent.gov.uk) website. The Local Authority are required to provide information to parents regarding

*'the provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled including those who do not have Education, Health Care Plan (EHCP)'*

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed 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
- Equality information and objectives
- Supporting pupils with medical conditions