



VALLEY INVICTA  
PRIMARY SCHOOL AT  
LEYBOURNE CHASE

# SEN and Disability Policy

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## Key document details

Policy number:  
SL1

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## Special Educational Needs and Disability Policy

### 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:

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

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

(DfE/DoH 2015: 15-16)

### 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 and Disability Code of Practice

(DfE/DoH 2015: 16)

### 1. The kinds of special educational need for which provision is made

We can make provision for every kind of frequently occurring special educational need, including, for example: dyslexia, developmental delays, autism or Aspergers, as well as other learning difficulties. There are other kinds of special educational need which do not occur as frequently and where it is possible for the school to access training and advice so that these kinds of needs can be met.

We meet the needs of pupils for whom an Education, Health and Care Plan has been granted through our Specialist Resourced Provision catering for pupils with Autism. Decisions on 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 do not discriminate against or disadvantage disabled children or those with special educational needs. Flexible access to this provision is also available for children in the mainstream school where specific interventions and support are particularly relevant for them to access.

We have a Specialist Resourced Provision (SRP) commissioned by Kent Local Authority which provides specialist provision for children with Education Health and Care Plans (EHCPs) for Autism (ASD). The Local Authority is responsible for placing children within the SRP, which has separate admission criteria and arrangements to the admission for children into the main school.

### 2. Information about the policy for identification and assessment of pupils with SEN

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) pupils are identified as either having no SEN; having SEN with Support; or as having SEN with an Education, Health and Care Plan.

We continuously monitor and review the progress of all pupils through termly pupil progress reviews. We use data from teacher assessments and tests that we administer to the children within whole class teaching sessions. Where needed, additional assessments of learning needs can be undertaken in consultation with specialist staff within the Trust and outside agencies.

Where progress is not sufficient, even if a special educational need has not been identified staff are able to provide additional support to help the pupil to catch up. Provision Maps identify the range of additional support that we can provide to all children regardless of their need. Pupil Progress Review meetings help

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staff to identify what has already been put in place and what more can be implemented to ensure that each child is able to achieve their potential. This can include additional small group or 1:1 support and the involvement of specialist staff and/ or parents to boost the child's learning potential.

Some pupils may continue to make inadequate progress, despite high-quality teaching tailored to their areas of weakness. For these pupils, and in consultation with parents/ carers, we will use a range of assessment tools to determine the cause of the learning difficulty. We would be able to buy in support from an identified Educational Psychologist where appropriate and needed and would be guided by specialist support and expertise within the Trust to identify and administer a range of effective and informative cognitive assessment tools to help us to develop a full learning profile of the needs and difficulties of any child.

The purpose of this more detailed assessment is to understand what additional resources and different approaches would be suitable to enable the pupil to engage fully with the curriculum. These will be shared with parents/ carers, put into a SEN plan and reviewed regularly, and refined / revised if necessary, as part of the Graduated Approach (DfE/ DoH, 2015). 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. Pupils will then be identified on our SEN Register as SEN with Support.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN occurs parents/ carers will be notified.

Kent Local Authority have produced recent guidance to further clarify the criteria for identifying a child as SEN with Support on the SEN Register, and have noted that:

"Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEN register unless they are in receipt of significant, additional and personalised support without which they could not access learning."

Staff will therefore work closely to ensure that the special educational needs of all students are fully understood, and that where they require ongoing high levels of support to be able to make progress, they are identified on the SEN Register. Where they may have a diagnosis of a special educational need, but have no need for ongoing high level support to manage that special educational need within the school context, the pupil's needs will be fully recorded and shared with all staff on the Class Profiles, but they will not be added to the SEN Register.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

In the SRP, we are a key part of the Local Authority's Graduated Approach and the 'Assess, Plan, Do, Review' cycle supporting the effective identification, assessment and provision of specialist approaches to support the needs of children with more complex levels of SEN. We support further specialist assessment and identification of the children's complex needs and ensure that this feeds in to the future planning and delivery of the most appropriate and effective specialist provision.

### **3. Information about policies for making provision for students with special educational needs whether or not they have EHC Plans, including:**

#### **3a. How we evaluate the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents/ carers and teachers as well as assessment information from teachers which will show whether adequate progress is

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being made. The SEN and Disability Code of Practice (DfE/DoH, 2015: 95) describes inadequate progress thus:

- 'Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap'.

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the interventions that have been implemented. The collation of all annual review evaluations of effectiveness will be reported to the Trust Board.

For the SRP, we hold formal Steering Group meetings 2- 3 times a year to ensure a close focus on the review and evaluation of the effectiveness of the specialist provision that is delivered through the SRP. This meeting is attended by a Local Authority representative, the Director of SEN for the Trust, the Headteacher, SRP teacher and is also attended by a parent representative. The views of the pupils attending the SRP and their parents are gathered as part of the full review and evaluation of the impact and effectiveness of the provision available in the SRP.

### **3b. Arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked regularly throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading and spelling ages. Using ongoing assessments it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN plan will be reviewed and adjusted.

### **3c. Our approach to teaching pupils with special educational needs**

*'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered' SEN and Disability Code of Practice' (DfE/DoH, 2015: 99)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, we employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, use of ICT software learning packages.

Kent Local Authority have now produced updated versions of the Mainstream Core Standards for use in all schools, including a Guide for Parents and they can be accessed using the following links:

Mainstream Core Standards:

- [SEN Mainstream Core Standards \(PDF, 1.8 MB\)](#)

Parent Guide:

- [SEN Mainstream Core Standards - guide for parents \(PDF, 1.1 MB\)](#)

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### **3d. How we adapt the curriculum and learning environment for pupils with special educational needs**

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive 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 for pupils with SEMH needs.

The Specialist Resourced Provision is a specifically designed learning environment to support children with complex ASD needs. It includes a sensory and time out room with access to the outside area whilst providing calm learning experiences for pupils who can work within individually developed work stations. Children in the SRP will have an individualised integration programme to support them to access appropriate learning opportunities within their mainstream class.

As a newly built school the school already has a lift and disabled toilet facilities to meet the needs of any child wishing to come to the school.

The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students.

The environment and curriculum for children accessing the SRP is continuously reviewed and adapted to meet the needs of the children in the SRP. This includes ongoing adaptations to the physical environment to meet the needs of children accessing the SRP- for example through the use of a separate outside space; sensory/calm down room; safe locks on doors; individual work stations.

### **3e. Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per pupil with high needs per annum, and above that amount the Local Authority should provide top up to the school.

Children within the SRP are supported by specialist teachers and support staff, trained in the specific area of need. Children from the main school also benefit from and are able to access, as appropriate, intervention and strategies from these specialist members of staff. The funding arrangements for children within the SRP are different to children with SEN who access the main school, and higher levels of funding for each child are provided by the Local Authority when commissioning a place within the SRP.

### **3f. How we enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. Where possible, additional funding will be accessed to support accessibility for all pupils, for example, through the purchasing of specialist equipment to enable pupils with physical disabilities to attend and participate in all trips and activities.

Children within the SRP are supported to access appropriate mainstream activities and teaching through individualised integration timetables. These are regularly reviewed and adapted to ensure success for each individual child.

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### **3g. Support that is available for improving the emotional and social development of pupils with special educational needs**

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills both through direct support, for instance mentoring, and through our delivery of PSHE in assemblies and Focus Day provision, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also provide additional pastoral support from a range of staff within the school environment. When needed, further expert support will be provided by an educational psychologist or clinical psychologist bought into the school.

We recognise that pupils throughout the school, and particularly in the Early Years Foundation Stage are at the early stages of emotional and social development and all efforts are put in to provide them with consistent and high quality role models to help them to develop and mature appropriately. Where needed, additional support from our specialist staff working within Specialist Resourced Provision for ASD needs will be sought and provided.

High levels of provision and understanding about the social and emotional developmental needs of children is shared by staff from the SRP using their specialist knowledge and use of specialist approaches and strategies. This is used to support both the children placed within the SRP as well as children in the main school.

### **4. The name and contact details of the SEN Co-ordinator**

Mrs G. Robinson is the named SENCo. They can be contacted through the school office.

Ms C. Baudean is the appointed SEN Governor on the Trust Board. She can be contacted through the school office.

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

All teachers will have a full programme of CPD around SEN. This will be provided by the Director of SEN for the Trust, and will include specialist input on particular areas of need (eg. ASD and SLCN) as well as training in SEN processes and systems, curriculum differentiation and understanding of the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/ DoH, 2015).

Audits of the training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge in relation to all areas of SEN are compiled on an annual basis, and the results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of students within the school.

In addition, additional training is provided where needed for individual members of staff in relation to the needs of the children that they are supporting.

Dr Alison Ekins (Director of SEN for the Trust) guides and advises Mrs Craig (HT) and Mrs Robinson (SENCo) in the effective delivery and monitoring of SEN provision and practice. Dr Ekins has a doctorate in SEN and Inclusion and is the lead course director for the statutory National award for SEN Coordination at Canterbury Christ Church University. Mrs Robinson has achieved the National award for SEN Coordination.

Where additional, specialist training needs for staff are identified, we are able to find a provider who is able to deliver it. Training providers we can approach are, Canterbury Christ Church University, Mid Kent Learning Alliance, Bower Grove, Five Acre Wood and Grange Park specialist schools and NHS therapy services. The cost of training is covered by the notional SEN funding.

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

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.

### **7. The arrangements for consulting parents/ carers of children with special educational needs about, and involving them in, their education**

All parents/ carers are invited to discuss the progress of their child at a parent teacher meeting twice a year. Parents/ carers also receive an Annual report on their child in the summer and are invited in to discuss this where needed. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

Parents/carers of pupils with SEN will be invited regularly to contribute to the SEN Plan process, where teachers work with the pupil and parents/ carers to identify individualised and appropriate targets for development, and the support and provision needed to achieve that.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **8. The arrangements for consulting children with special educational needs about, and involving them in, their education**

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/ carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

### **9. The arrangements made by the Trust Board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher and the Headteacher of the school initially to resolve any issues. Where this does not resolve the issue, parents are encouraged to make a formal complaint to the Chair of the Trust Board.

If the complaint is not resolved after it has been considered by the Trust Board, 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 to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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### **10. How the Trust Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The Trust Board has engaged with the following bodies:

- Disabled Children's Service for support to families for some students with high needs
- Therapy Services / Occupational Therapy Services / Physiotherapy Services for students requiring direct therapy or advice
- Communication and Assistive Technology Team
- Membership of professional networks for SENCOs eg. NAS, SENCO forum, NASEN etc.

### **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

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:

**HELPLINE:** 03000 41 3000, Monday to Friday 9am-5pm

**Office:** 03000 412 412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Web:** <http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

### **12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transition as seamless as possible.

A member of staff will meet with the SENCO at the ongoing school or Early Years setting and will discuss the SEN of the child and agree with them, and with parents of the child an appropriate transition programme. This may include the setting up of social stories, additional transition days, photos and visual timetables to make the transition into the school as smooth as possible.

We also use the same principles of close liaison to support the transition of the child moving on from our school into another school. We would seek to set up meetings with appropriate staff at the ongoing school to share information, records and strategies that we have used to ensure that the appropriate levels of support and strategies are in place for the child to be successful at their new school. Opportunities for additional transition and induction days will be discussed and set up as appropriate, with opportunities for the receiving staff to both meet with the child at our school, as well as receive the child for taster sessions in their own school environment,

Parents will be fully informed and involved in all transition work as key stakeholders in the process.

For children transitioning into and out of the SRP, the SRP teacher will liaise closely with parents and with the other school to ensure that a careful transition programme is set up and that effective strategies are in place to ensure a successful transition into the new setting.

### **13. Information on where the local authority's local offer is published.**

The Local Authority's Local Offer can be found in the SEN Information Hub:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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





## Special Educational Needs and Disability Policy

### Glossary of Terms

<b>Annual Review</b>	A statutory annual review of progress against agreed outcomes for students with a Statement of SEN/ Education Health and Care Plan.
<b>CAT</b>	Cognitive Ability Tests: to test verbal and non-verbal abilities.
<b>CPD</b>	Continuing Professional Development.
<b>EHCP</b>	Education, Health and Care Plan- replaces the Statement of SEN from 2014.
<b>GL Assessment</b>	A way for the school to test and track student progress.
<b>Graduated Approach</b>	Introduced in the new SEN and Disability Code of Practice (DfE/ DoH, 2014) this refers to the new way that schools should support students by identifying students as SEN with Support or SEN with an Education, Health and Care Plan. All students on the SEN Register should have their needs identified, met and reviewed by key staff, using the Assess, Plan, Do, Review cycle as set out as part of the new Graduated Approach.
<b>Irlen Syndrome</b>	A neurologically based visual perception disorder which can affect a student's ability to read and write effectively.
<b>Local School Board</b>	A committee of governors for the Trust Board with delegated function.
<b>Mainstream Core Standards</b>	A Kent document which contains the expectations on schools for the Universal, Targeted and Personalised offer they make to all children. It describes what can be delivered from the school's own resources.
<b>Provision Map</b>	Document created by CT in association with the school Senior Leadership team. This details interventions in place for pupils as identified through assessments and identified needs.
<b>Pupil Progress Meetings</b>	Meetings are held three times per year with the Senior Leadership team and the Class Teacher. Detailed discussions review the progress and attainment of every child and measure the impact of teaching and learning.
<b>Support Plan</b>	A plan focusing on the support needs and small step targets to achieve for students on the SEN Register. This is written with the involvement of students and, where possible, parents and is regularly reviewed to ensure that progress can be made.
<b>SULP</b>	The Social Use of Language Programme, a structured programme to support the development of effective social communication skills.
<b>Trust Board</b>	Refers to the board of trustees in the Multi Academy Trust.



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## Special Educational Needs and Disability Policy

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**Trustees** Those that sit on the Board of a Multi Academy Trust.

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This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN & Disability Code of Practice (DfE/DoH 2015)
- 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 1 Feb 2012
- SI 2012 1124 The School Information (England)(Amendment) Regulations 2012
- SI 2013 758 The School Information (England)(Amendment) Regulations 2013

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

- Behaviour Policy
- Equality Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy