



Monkton Church of England Primary School

SEN and Disability Policy

SEN and Disability Information Report

Lead Person: Rachel Newman

Policy Date: 11.01.22

Review Date: 11.01.23

Signatures:

Chair of Governors

Executive Headteacher



The Federation of Minster and Monkton Church of England Primary Schools





'In God's Eyes, Everyone is Special'

Our school has a warm, Christian family ethos where our children thrive in a secure and happy atmosphere. They are fully supported and nurtured from when they join us until they leave our care.

Monkton Primary School is a Church of England Primary School and our Christian Foundations are at the heart of everything we do.

- **Compassion**
- **Friendship**
- **Forgiveness**
- **Justice**
- **Trust**

Every school policy is written with this in mind

Monkton Church of England Primary School

SEN & Disability Policy/SEN Information Report

Rationale:

Monkton C of E Primary School is committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and develop an environment where all children can flourish and feel safe.

Monkton C of E Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to all learners.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We respond to learners in ways which take account of their varied life experiences and needs. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment,

learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Monkton C of E Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having special educational needs as equal opportunities issues, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

This policy is written in line with the requirements of: -

Children and Families Act 2014

SEN Code of Practice 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

This policy should be read in conjunction with the following school policies Behaviour Policy, Equalities Policy, Child Protection Policy, Intimate Care Policy, Supporting Pupils with Medical Conditions, Homework Policy, Complaints Policy, Accessibility Plan and Objectives.

This policy was developed with representatives from the Governing Body, Executive Head Teacher and Head of School/Inclusion Manager and will be reviewed annually.

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 others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

(c) 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 (2015, p16)*

1 The kinds of special educational need for which provision is made at the school

At Monkton Church of England Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia, Dyspraxia and physical needs that may require the input of a physiotherapist and occupational therapist, speech and language needs, Developmental Language Disorder (DLD), Autistic Spectrum Disorder (ASD), specific learning difficulties, Global Developmental Delay, ADHD, ADD, Irlens and behaviour difficulties. There are other kinds of special educational need

which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs including more complex and severe forms of ASD, ADHD, speech and language disorders and global developmental delay. 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 a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

At Monkton CEP School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including:

Y1 phonics screening, speech link, language link, spelling age and reading age.

Where progress is not sufficient, even if 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:

Pre teaching - to allow children to access aspects of the curriculum

Clinics that cover particular curriculum objectives that may need further coverage

Boost groups or tutoring

Delivery of Speech and Language programmes

Fizzy support - for gross motor control

Clever Hands - for development of fine motor control

Modified curriculum resources

Phonic Catch Up groups

Sensory Circuits

Wellbeing provision when this has been identified as an issue impacting on educational progress

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 Monkton School we are experienced in using the following assessment tools: Lucid Rapid and Speech/Language Link, The Spence Children's Anxiety Scale, Boxall Profile, Schonell and Salford Reading Tests. We also have access to external advisors through the LIFT (Local Inclusion Forum Team) who are able to use a range of other screening materials in order for the school to meet the needs of all of its pupils.

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/Provision Map 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. Children that are identified as having SEN are included on the school's SEN register.

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 will be notified via a letter. 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.

All children who are identified as having SEN will have SEN Support Targets relating to their area of need. These will be shared and reviewed with parents twice yearly at Parent Evening and in the end of year report.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN Support Targets will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / 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 special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

For pupils with an EHCP, Personalised Plans with long term Outcomes will be shared and reviewed with parents twice yearly at Parent Evening. There will also be an Annual Review of the EHCP provision made for the child yearly involving the SENCo, parents and outside agencies where needed. This ensures there is an opportunity for three yearly plan-do-review cycles.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Monkton CEP School are (refer to list in section 2). Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's 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 Code of Practice (2015, 6.37)*

In Monkton CEP School the quality of teaching is judged to be **GOOD**.

We follow the Mainstream Core Standards

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf advice developed by Kent County Council to ensure that our teaching conforms to best practice. There is also a parent/carer guide for these standards.

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

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments including 1:1

support, mentoring, small group teaching, use of ICT software learning packages and programmes of support as devised by Specialist Teaching and Learning Service, Speech and Language, Occupational Therapy and Physiotherapy services. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' and in some cases High Needs Funding for specific pupils.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Monkton CEP School 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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning and have identified that the following aspects of the school need to be improved intimate care unit and training and refresher diabetic training.

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 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. Class Provision Maps or Personalised Provision Plans, naming the specific support a child will receive will be completed termly. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. This is known as High Needs top up funding.

3f how the school enables 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 to pupils at Monkton CEP School 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 pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Monkton CEP School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, Collective Worship, Christian Values, Character Education, PSHE, SEAL and Circle Time 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 can provide the following access to an independent counsellor, mentor time with a member of senior leadership team/key adult, external referral to CAHMs, Nurture, Pets as Therapy and use of the Sensory time-out space for pupil to use when upset or agitated.

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.

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

The SENCO at Monkton CEP School is Mrs Rachel Newman, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She is also a trained Reading Recovery Teacher.

Rachel Newman is available on 01843 821394 or rnewman@mandm.school

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 and teaching assistants have had the following awareness training, ASD, well being and anxiety, Safeguarding, Prevent, FGM, E Safety and Makaton.

In addition, the following staff have received the following enhanced and specialist training:

Joanne Guilder: ASD, The Well-being Toolkit, Makaton, Language for Learning, Diabetes training, Anxiety

Louise Warner: ASD, The Well-being Toolkit, Supporting Speech, Language and Communication Difficulties in the Classroom, Diabetes training, Anxiety

Jess Bax: ASD, The Well-being Toolkit, Makaton, Anxiety

Sue Jenks - Precision Teaching, ASD, Retained Reflexes, Fizzy, Sensory Circuits, Language Through Colour, Makaton, Diabetes training

Angela Osgood: Fizzy, Sensory Circuits, Precision Teaching, ASD, Makaton, Diabetes Training

In addition the SENCo, Rachel Newman, has had following enhanced and specialist training:

- Diploma in Specialist Teaching Studies (SEN)
- SENCo Post Graduate Certificate
- Reading Recovery / Numbers Count
- ASD (Autism Champions)
- Communication Board
- Down Syndrome
- Pupil Premium

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, accessed through LIFT, Speech and Language Therapy, Occupational Therapy, Physiotherapy, FISS (Foreland Outreach Service), Early Help, Enterprise Learning Alliance (Little

Oaks), TISS (Thanet Inclusion Support Service). The cost of training is covered by the notional SEN funding.

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 of children with special educational needs about, and involving them in, their education

All parents of pupils at Monkton CEP School are invited to discuss the progress of their children on a minimum of three occasions a year and receive a written report twice per year. 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 pupil has a special educational need. All such provision will be recorded, tracked and evaluated on Provision Maps, Personalised Support Plans, and SEN Support Targets which will be shared with parents three times per year.

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.

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 young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have 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 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 governing body 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 at Monkton CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, SENCO, Head of School/Executive Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. Task can also be accessed for impartial advice for parents and Carers.

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 EHCP 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.

10 How the governing body 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 governing body have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, Sensory Team etc
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

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. They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 413000

<https://www.iask.org.uk/>

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, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: -iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Monkton CEP School 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 transfer as seamless as possible. This is done via the Thanet Transition Meeting and also through outreach work by our EYFS class teachers. We also contribute information to a pupils' onward destination by providing information to the next setting. This is done via the secondary Transfer Meeting for children with SEND. We also hold transition meetings with secondary settings and have supported transition through staff outreach work.

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

The local authority's local offer is published on our website www.monkton.kent.sch.uk parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Glossary of SEN Terms

ADD

Attention Deficit Disorder

ADHD

Attention Deficit/Hyperactivity Disorder

Amanuensis

Supporter who helps pupils with SEN put their thoughts onto paper

ASD

Autistic Spectrum Disorder. Pupils who may find it difficult to understand and use non-verbal and verbal communication

BDA

The British Dyslexic Association

BESD

Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning

CAMHS

Child & Adolescent Mental Health Service

CF

Cystic Fibrosis

CIC

Child in Care

DCD

Development Co-ordination Difficulty. Also termed Dyspraxia

Dyscalculia

Pupils having difficulty in acquiring mathematical skills

Dyslexia

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia

Pupils with impairment of gross and fine motor skills

EAL

English as an additional Language

EHCP

Education and Health Care Plan

EPS

Educational Psychology Service

EWO

Educational Welfare Officer

HI

Hearing Impaired

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all pupils

Integration

Where a child fits into existing school provision and curriculum

Irlens

This is a perceptual processing disorder

LEA

Local Authority

MLD

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

MSI

Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties

NASEN

National Association for Special Educational Needs

PD

Physical Disability

PMLD

Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties

RNIB

Royal National Institute for the Blind

RNID

Royal National Institute for Deaf and hard of hearing people

SS

School Support

SALT

Speech and Language Therapist

SEN Code of Practice

Practical guidance to LEAs and the governing bodies of all maintained schools

SEN

Special Educational Needs

SENCo

Special Educational Needs Co-ordinator

SLCN

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

SLCN

Speech, Language and Communication needs

Statutory Assessment

Multi-disciplinary assessment by the LA of a child's educational need

TISS

Thanet Inclusion Support Service

TA

Teaching Assistant

Transition Plan

A plan drawn up at the Annual Review of Year 9 pupils, who have learning difficulties or disabilities. Reviewed annually

VI

Visually Impaired

Wave 3

Specific targeted approaches for pupils with SEN