

Cecil Road Primary & Nursery School  
Together we achieve more



# Special Educational Needs & Disability (SEND) Policy and Information Report

<b>Ratified by Governors</b>	
<b>Reviewed</b>	12.10.23
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# Cecil Road Primary and Nursery School

## Contents

1	Aims
2	Vision
3	Legislation and Guidance
4	Definitions
5	Roles and responsibilities
6	SEN Information Report
7	Monitoring
8	Links with other policies and documents

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**Local Offer** [Special educational needs and disabilities \(SEND\) - Kent](#)

**Contribution:** [County Council](#)

## **1. Aims**

Our SEN policy 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 SEN

## **1. Vision**

At Cecil Road Primary and Nursery school we are determined that all pupils have access to the full curriculum and have the support to reach their full potential. Pupils' needs will be swiftly identified. Appropriate and skilful support is put in place to ensure these pupils get just the right academic and pastoral help.

## **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**

#### **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. *SEN Code of Practice (2015, p 15)*

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.

#### **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)*

### **4. Roles and Responsibilities**

#### **The SENCo**

At Cecil Road Primary and Nursery School there is a SENCO:

- Laura Southgate, who is a qualified teacher and a member of the Senior Leadership Team. Laura will focus on the SEN support across the whole school, including the nursery.

She can be contacted Monday to Thursday 9am to 3.30pm on 01474 534544 or [office@cecilroad.co.uk](mailto:office@cecilroad.co.uk)

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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned and facilitated.
- 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 SEN up to date.

### **The SEN governor**

The SEN governor is Lorna Nolan.

The SEN governor will:

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

### **The Headteacher**

The Headteacher, Carrie Old, will:

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

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## **5. SEN Information Report**

### **The kinds of special educational needs that are provided for**

At Cecil Road Primary and Nursery School, we currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism and speech and language needs.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health difficulties, for example, Attention Deficit and Hyperactivity Disorder (ADHD)
- Moderate/severe/profound and multiple learning difficulties

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

### **Identifying Pupils with SEN and assessing their needs**

At Cecil Road 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. We monitor the progress of all pupils 3 times a year, including wellbeing, to monitor the progress for all pupils and identify those whose progress:

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

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving parents**

All parents of pupils at Cecil Road Primary and Nursery School are invited to discuss the progress of their children on three occasions a year and receive a written report once 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 a Provision Map which will be shared three times per year.

Following this, if normal provision is not seeing improvements in progress, 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. A personalised plan will be put in place to show the targets and support that will be given. Parents will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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

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

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.

## **Arrangements to consult with children and young people**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. These meetings will take place at least three times a year (in some cases, these may be combined with planned parent consultation dates). Children's views will also be included when reviewing and planning changes to provision. Cecil Road School understands that 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.

## **Assessing and reviewing pupils progress towards outcomes**

At Cecil Road we follow the graduated approach, which is the four-part cycle of assess, plan, do, review.

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

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

The assessment will be reviewed regularly.

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.

## **Our Approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. At Cecil Road we follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.



High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions:

Precision teaching, RWInc Interventions, small group booster sessions for English and Mathematics, Lego therapy, play therapy, all about me interventions to raise self-esteem.

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 Cecil Road Primary and Nursery School we are experienced in using the following assessment tools: Neurodiversity profile, British Picture Vocabulary Scale, Dyslexia Screening Test, Lucid Rapid (dyslexia), Dyslexia checklist, Salford Reading Test, The Essential Reading Testing Kit, Basic Number Diagnostic Test, Dyscalculia Assessment, Behaviour scales, ASD checklist, Dyspraxia checklist, Communication and Interaction scales, Junior language Link, Language Link and Speech Link.

### **Adaptations to the curriculum and learning environment**

At Cecil Road Primary and Nursery 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 Education, Health and Care Plans.

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

- Adapting 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.

### **Additional support for learning**

At Cecil Road we have teaching assistants who are trained in Lego Therapy, Early Talk boost, BEAM, Sensory Circuits, Read, Write Inc and Clever Fingers, who offer frequent support to targeted children.

Teaching assistants will support pupils on a 1:1 basis when they are working at a level much lower than their peers and High Needs Funding is in place.

Teaching assistants will support pupils in small groups when the same intervention is needed to support more than one child to make progress in their learning.

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

- Specialist Teachers
- School Nurse
- Emotional Wellbeing practitioner
- Paediatricians
- Speech and Language therapists
- Occupational Therapists
- Physio Therapists

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 and a full list of the interventions we can offer is on the class provision maps. In very few cases a very high level of resource is required. Higher Needs Funding can be applied for in extreme circumstances where a pupil meet a set criteria and needs 1:1 support. The funding arrangements require schools to provide up to £6000 per year of resource for pupils before consideration will be made.

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

Teachers and teaching assistants have had the following awareness training: Safeguarding, speech and language, behaviour for learning, de-escalation, precision teaching, colourful semantics and pre teaching of vocabulary.

In addition to this, some teachers and teaching assistants have received the following enhanced and specialist training:

Autism in the Early Years, Sensory Circuits, BEAM, Makaton, bereavement, self-harming, selective mutism, visual support, ADHD, Social Stories and Comic Strip Conversations.

We use specialist staff for:

- Speech and language support
- Hearing impairment
- Physical disability

- Counselling

We frequently review the needs of the children and look at staff training that is needed to support them effectively.

### **Securing equipment and facilities**

We work with parents, specialist teachers and school health if additional equipment is needed to support children e.g. walking frames, hearing equipment, training to administer medicine.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the national 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.

### **Evaluating the effectiveness of SEN Provision**

At Cecil Road, we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 – 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress

Each review of the personalised plan will be informed by the views of the pupil (where they are able to), parents and class teachers.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child. Parents, teachers and any specialist working with the child are invited to attend the meeting. Together we will evaluate the child's targets and consider the effectiveness of the provision.

### **Enabling 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 Cecil Road Primary and Nursery 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 may need to review this access with parents to ensure children are kept safe. Cecil Road Primary School

will use the resources available to it to try to provide an additional adult support to enable the safe participation of the pupil in the activity. In some cases it may be appropriate for a member of the family to come and support a pupil.

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

At Cecil Road Primary and Nursery 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 PSHE, adult time, nurturing environment for playtimes and lunchtimes 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 counsellor, sensory circuits, mentor time with our Learning Mentor, external referral to CAHMs, time-out space for pupil to use when upset or agitated, social skills groups, Social Use of Language Groups and play sessions.

We have a zero-tolerance approach to bullying.

### **How the school and governing body will manage complaints regarding the Special Educational Needs provision**

The normal arrangements for the treatment of complaints at Cecil Road Primary and Nursery School are also used for complaints regarding the provision made for special educational needs. We encourage parents to discuss their concerns with class teachers first, followed by the SENCo and 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.

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

There are some circumstances, usually for children who have an Education, Health 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.

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

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, 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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

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

If parents have a concern regarding SEND they should contact the SENCo, Laura Southgate.

### **Local Offer**

The local authority's local offer is published on [SEND information hub - Kent County Council](#) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

### **Support with transition**

At Cecil Road Primary and Nursery 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. At Cecil Road Primary and Nursery School we have very good links with secondary schools and arrange carefully managed transition programmes. This includes extra visits for vulnerable children.

We also contribute information to a pupils' onward destination by providing information to the next setting. We meet with relevant staff to discuss the children and exchange records.

## **6. Monitoring**

This policy and information report will be reviewed by Laura Southgate, 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 document**

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

- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Accessibility Policy
- Medical Policy