



# Queenborough School & Nursery

## AEN and Disability Policy

**Dated: January 2021**

**Review Date: January 2022**

**Created By: Karen Williams**

**Approved by HT: January 2021**

**Approved by Governors:**

**Saved Location of Policy: Y:/Policies & Parents/2020-21**

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

- Special educational Needs Mainstream Core Standards 2020
- Children and Families Act 2014
- SEN Code of Practice 2014
- 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/Discipline Policy, Equalities Policy, Safeguarding Policy, Medicines Policy, Homework Policy, and Complaints Policy.

This policy was developed with engagement from Parents, Carers and Governing body, it 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 (2014, p 4)*

### **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)*

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

At Queenborough School and Nursery we can make provision for every kind of frequently occurring special educational need without the need of an Education Health Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's syndrome, ADHD, Learning Difficulties 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 from specialist schools 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 need: Severe ADHD with co-morbid ASD and Speech and Language Disorders.

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.

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

At Queenborough School and Nursery we monitor the progress of all pupils 6 times a year to review their academic progress; this is done via Pupil Progress meetings held with all teachers. Follow up meetings and observations are carried out in between the pupil progress meetings. We also use a range of assessments with all the pupils at various points in the year, e.g. phonic screening, sats tests, BRP assessments, Cat tests, writing assessments, end of unit assessments, speech and language link assessments.

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 small group targeted work, 1-1 work, precision teaching, Better Reading Partners, Special Reading Partners, Reading Recovery, Speech and Language input, Memory Training, math boosters.

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 Queenborough School and Nursery we can screen a child for Dyslexic traits, we can assess if there is a speech or a language difficulty. We have access to external advisors who are able to observe, assess and assist in giving strategies to use to help the child reach their full potential.

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 or detailed on a 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.

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 is made parents will be notified by letter, with the option to come and discuss with the SENCO.

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.

## **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 plan 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 (2014, 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 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 special provision. The collation of all annual review evaluations of effectiveness will be reported to the governor with responsibility for SEN.

### **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 6 times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. we will use the same assessments used at the beginning of the process in order to see if progress is being made.

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 (2014, 6.37)*

In Queenborough School and Nursery the quality of teaching is judged to be Outstanding (OFSTED October 2016)

We follow the Mainstream Core Standards [[www.kelsi.org.uk](http://www.kelsi.org.uk)] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. 1-1 tutoring, small group work, precision teaching, memory training, use of individual timetables, task management boards, speech and language support.

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

When possible we will try to ensure that interventions happen within the classroom and within the lesson of intervention.

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

At Queenborough School and Nursery 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.

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.

The school has a fully operational care suite, and 3 other disabled toilets, ramps have been placed at the entrances to the school hall and a lift has been installed in the hall. All new access doors are wider to meet regulations. New classrooms are accessible via ramps. A meeting room has been moved downstairs so the Headteacher is available for all parents. Staff have had specific health training to meet the needs of individual children. E.g. epi-pen training, asthma awareness, epilepsy awareness. A majority of staff hold a first aid at work certificate and a paediatric first aid

certificate. 2 members of staff have attended the medicines in school training. We have identified that the following aspects of the school need to be continually updated and improved; continued ongoing training and information sharing for staff on ASD and ADHD to raise the awareness. Continued training for those working with speech and language children.

### **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.

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 school can apply for Top Up, High Needs 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 Queenborough School and Nursery 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 Queenborough School and Nursery 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 circle time in class, PSHE lessons, social groups, Pastoral support 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 Sparks, time out, differentiated curriculum time, referrals to CAHMs, referrals to Paediatricians, information on parent groups and help via Early Help.

Pupils are trained as playground buddies, pupils are also trained as anti bullying ambassadors and we have an on-line safety crew.

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 Queenborough School and Nursery is Mrs Karen Williams who is a qualified teacher, and has been a SENCO continuously since before 1 Sept 2009 and has completed the National Award for SEN Co-ordination, at Canterbury College University.

Mrs K Williams is available on 01795 662574 or via e-mail at [k.williams@queenborough.kent.sch.uk](mailto:k.williams@queenborough.kent.sch.uk)

### **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 ADHD, ASD, Speech and Language, Behaviour and Social Skills, Lego Therapy, Precision Teaching, Social Stories.

The SENCO has completed the following;

National Award for SEN Co-ordination, Speech and Language courses, ASD courses and conferences, Autism Champions programme, ADHD Courses and conferences, Dyslexia workshops, Dyslexia screening training, Dyscalculia training, behaviour training, Lego Therapy, Precision Teaching, Social Stories. Restorative Justice training, Social Skills workshops, Pathological Demand Awareness workshop, Attachment and Trauma, CBT, drug awareness, additional educational needs twilight sessions, new appendix b training, various data courses related to SEN. New EHCP training, understanding the plan, Child protection training, Safeguarding training, Safe management of medicines, allergy and epi-pen awareness, prevention of choking course ,Drawing and Talking individual and group training, Friendship skills training, TAMS practitioner training, Completed the Well Being Champion course.

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 specialist schools, educational psychologists, speech and language therapists, occupational therapists, physio therapists. 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 Queenborough School and Nursery are invited to discuss the progress of their children at parents evenings arranged throughout the academic year. The Senco is also available to see parents at these evenings.

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 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. Parents will be actively supported to contribute to assessment, planning and review. A child may not necessarily be identified as SEN at this point.

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 Queenborough School and Nursery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Senco, Pastoral care, a member of the Senior Management team or the Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an 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
- A Service Level Agreement with Educational Psychology service for x days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- 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

### **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

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**<http://www.kenttrustweb.org.uk/kpps>**

**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 Queenborough School and Nursery 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.

We also contribute information to a pupils' onward destination by providing information to ensure their transfer is smooth and happy.

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

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> SEND local offer. **Parents without internet access should make an appointment with the SENCO for support to gain the information they require.**