



Brunswick House
Primary School



SEN & Disability Policy and Information Report

Ratified On: January 2019

Next Review: January 2020

By: Learning and Development

Brunswick House Primary School

SEN & Disability Policy

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

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 Policy, Safeguarding Policy, Curriculum Policies, Home Learning Policy, Complaints Policy and Medical Needs Policy

This policy was developed by the SENCO in conjunction with the SLT and has been discussed with all staff, governors, school nurse and a selection of parents of children with Special Educational Needs 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 *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 Brunswick House we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care plan (EHC); for instance Asperger Syndrome, ADHD, Speech and Language delay, Trisomy 21, Hearing Impairment, Dyslexia, Dyspraxia, 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 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: Autistic Spectrum Disorder (ASD), Trisomy 21 (also known as Down Syndrome), Auditory Processing Disorder and ADHD. Decisions on the admission of pupils with a statement of special educational need / 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 Brunswick House we monitor the progress of all pupils six times a year, through termly Pupil Progress Meetings with the class teachers, Headteacher, Deputy Headteacher / SENCO / Inclusion Leader to review their academic progress. We also use a range of assessments with all the pupils at various points: e.g. Y1 phonics screening (June), Speech Link & Language Link (Oct & May), CAT (Cognitive Assessment Tests) tests in Year 5 (Oct, Feb & May), Boxall Profile (Emotional Well-being), British Picture Vocabulary Scale, Expressive Vocabulary Test, Ravens (Cognition Test), BEAM and Dyslexia Screener.

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 Better Reading Partners (BRP), Speech and Language support, Toe by Toe, Wave 2 & 3 maths and English (group and Individual support), Plus one and Power of 2 for maths, Clever Fingers, Sensory Circuits and Lego Therapy.

Some pupils may continue to make below expected 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 Brunswick House we are experienced in using the following assessment tools: Speech and Language Link assessment, Language for Learning, Dyslexia and Dyscalculia Screening, British Picture Vocabulary Test, Expressive Vocabulary Test and Ravens IQ test. We have access to specialist Cognition and Learning teachers through LIFT (Local Inclusion Forum Team meetings), the school nurse team, therapists from referrals to Speech & Language, Occupational Therapists and Educational Psychologists who use their own assessments. In consultation with teachers, parents and SENCO the relevant assessments will be carried out.

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 onto a Year group provision maps and reviewed and evaluated every two terms. 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 there is any change in

identification of SEND, parents will be notified and changed to an N (No Educational Need) on SIMS. Currently an EHCP is an E on SIMS and SEN and Support a K on SIMS.

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 EHCP 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 teacher and the assessment information from teachers which will show whether expected progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes below expected 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 an Education, Health and Care plan there will be an annual review of the provision made for the child as well as a further 2 in year meetings. For those without an EHCP statement, provision will be reviewed through Pupil Progress Meetings which will enable an evaluation of the effectiveness of the special provision. Some children without an EHCP statement will also have an IEP (Individual Education Plan), and will have this plan reviewed with parents and teachers 3 times per academic year. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Brunswick House are 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 show that progress is not being made then a SEN support plan will be implemented, reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality first 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 Brunswick House the quality of teaching is judged to be good from Ofsted February 2016.

We follow the Mainstream Core Standards: <https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=SEN%20core%20standards>

which is 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. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’ as well as funding secured through ‘Higher Needs Funding’.

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

At Brunswick House 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 an 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: a new hands on Year 1 outdoor area, new FS growing area, Forest School Area, Pond Area, learning pods in Year group areas for small group work.

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 and a full list of the interventions we can offer is on our tri-annual by year group 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 year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school known as 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 Brunswick House 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 all activities indoors and outdoors and on and off the school site.

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

At Brunswick House we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. We aim to achieve this by conversations that adults have with pupils throughout the day, both through direct teaching and our PSHE programme: Go Givers.

For some pupils with the most need for help in this area we also can provide the following: referrals to Early Help and the school nurse, time with the FLO (Family Liaison Officer) for talking and drawing time; time

out cards to have in a quiet space in the classroom; personalised behaviour plans, a Social, Emotional Literacy group and Oasis club at lunchtime for Key Stage 1 and 2 children.

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 Inclusion / SEN Co-ordinator

The SENCO at Brunswick House is Mr D Ware, who is a qualified teacher and has completed the National Award for SEN Coordination (NASENCO)

Mr D Ware is available on 01622 752102 or email address: inclusion@brunswick-house.kent.sch.uk from Monday to Friday.

Our school SEN link governor is David Stead who is available through the school email: stead.david@brunswick-house.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

Staff have received specialist training in: Dyslexia, Team Teach, Epi-Pen, Epilepsy, Attachment, Hearing Impairment and Trisomy 21 within the last two years.

Specific staff, have had training in ASD, Speech and Language, Dyspraxia, Clever Fingers, Sensory Circuits and Emotional Literacy within the last three years.

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: Kent CPD, Five Acre Wood, Bower Grove, River View, Rainbow Court, an Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist and specialist Cognition and Learning Teachers. 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 Brunswick House are invited to discuss the progress of their children two times a year and receive a short written report at November and February parent consultation evening and a full end of year report in July. 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. 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 Brunswick House are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns firstly with the class teacher, secondly the SENCO/deputy and class teacher, thirdly with the headteacher with SENCO and class 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 Educational 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.

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 Teachers in: Learning and Cognitions, Communication and Interaction and Behaviour
- A Service Level Agreement with Educational Psychology service for 3 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: the School Nurse, 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

E-mail: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.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

For the transition from nursery and preschool to the Foundation Stage we at Brunswick House work extremely closely with all children, parents and nursery settings to ensure that the transition is as smooth and welcoming as possible. The upcoming FS children first visit the school for a stay and play session with parents in May. Then the FS staff visits all the children in their nurseries and talk with all staff about the welfare of each individual. If necessary extra meetings will happen between pre-school, parents and Brunswick staff to enable for an individual child's needs to be met. The children then have another school stay and play session, as well as being offered a story time before the FS staff visits each child in their home. When the FS children start school in September they have two half days and then two days where the children stay for lunch before then staying for full time, to ease them into school life.

In Year 6, all secondary schools that children are transferring to, have a member of staff come into school to talk with Year 6 class teachers, SENCO and the children themselves. The Year 6 teachers complete individual information for all pupils going onto their new secondary school. Individual transfer meetings are also held with the parents, all staff involved with the child and sometimes outside professionals. Transition for Vulnerable children is taken into account and currently we are being supported by a Transition Project run by CAST.

In addition to this we have Yearly transition meetings in July whereby teachers meet and discuss both the children they are sending up and the children who coming up to them. All attainment, progress and SEND details are shared with all staff involved with the child. Some children also benefit from a Social Story either being made by themselves or in conjunction with their class teacher about their new class room and environment.

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

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

Approved by the Learning and Development Committee: January 2019

Next review on: January 2020