

Cliftonville Primary and Pre- School



Independence Safe and Settled Resilience Respect Aspiration Learning Community

OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children

That we educate the whole child so they can thrive in a changing world

Special Educational Needs and Disability (SEND) Policy and School information

Ratified by the Governing Body

“If I can’t learn the way you teach, teach me the way I learn.”

Aims

At Cliftonville Primary and Pre- School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs & disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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:

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 Discipline Policy, Equalities Policy, Accessibility policy , Safeguarding Policy, Complaints Policy, Policy for Supporting Pupils with Medical Conditions and Staff Development Policy.

This policy was developed with representatives from the governing body and will be reviewed annually. We plan to involve parents more with this in the future.

Comments in writing regarding this policy are welcomed. Mrs Standen can be contacted via email. senco@cliftonvilleprimary.co.uk

Definition of SEND

A child or young person has SEND 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 16)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

Roles and responsibilities

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- To review each pupil's progress and development and decide, with input from the SENDCo and assistant SENDCo, on any changes to SEND provision
- 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
- Ensuring they follow this SEND policy

Teaching assistants

Each Teaching assistant is responsible for:

- Ensuring that they liaise with class teachers providing them with feedback from lessons.
- Sharing the results from interventions completed.

Year Group Leaders

Each Year Group Leader is responsible for:

- Ensuring that the adults in their team follow this SEND policy.
- Ensuring that recommendations are put into place across their year group.
- Dealing with initial concerns from parents about their child's learning.

The headteacher

The headteacher will have overall responsibility for the provision and progress of learners with SEN and/or a disability by:

- ensuring high quality SEND provision in all classrooms by:
 - ensuring that all teachers and TAs have SEND training and CPD opportunities.
 - ensuring that SEND delivery is included in routine teacher evaluations.
- ensuring that the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establishing and sustaining culture and practices that enable pupils to access the curriculum and learn effectively
- ensuring that the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensuring that the school fulfils its statutory duties with regard to the SEND code of practice
- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school

The SENDCO

The SENDCO is Mrs Paula Standen with the support of the assistant SENDCos Mrs Charlotte Crowther and Mrs Kerry Beech.

They will:

- Support Teachers and TAs in the day-to-day delivery of universal and targeted SEND provision and co-ordinate specialist SEND provision.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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
- With the support of the assistant SENDCo, ensure the school keeps the records of all pupils with SEND up to date
 - Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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

The SEND governor

The SEND governor is Mrs Ellie Matthews.

They will:

- Help to raise awareness of SEND 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

SEND information report

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

At Cliftonville Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. As a school we will use the Mainstream Core Standards set up by the LA which recommend support strategies for all areas of need,

for all pupils not just those with SEND. 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. Such needs have included advice, support and training for pupils with visual impairment, hearing impairment and multi-sensory impairment.

As a school we identify children who have a difficulty in literacy. We don't distinguish between dyslexia or any other child with difficulties in literacy because no different teaching is required – appropriate intervention at word level.

The school also currently meets the needs of pupils with an Education and Health Care plan. Decisions on the admission of pupils with an Education and Health Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education and Health 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 SEND

At Cliftonville Primary School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg Y1 phonics screening, Speech Link, Language Link, Accelerated Reader, Visual stress and Literacy Gold assessments when appropriate.

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: fine and gross motor skills, speech, language, social and emotional, Precision Teaching and Better Reading Partnership.

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we have access to external advisors such as a Speech and Language Therapist and an Educational Psychologist who are able to complete more detailed assessments. We also have access to the Specialist Teaching and Learning Service via the Local Inclusion Forum Team (LIFT) as part of The Local Offer. We are also able to refer some pupils for Occupational / physiotherapy assessments, and make referrals to the paediatricians and Children and Young People's Mental Health Service (CYPMHS) for investigations with regards to ADHD and Autism.

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 SEND support plan 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 SEND is changed parents will be notified.

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.

The name and contact details of the SEND Co-ordinator

The SENDCo at Cliftonville Primary School is Mrs Paula Standen, who is a qualified teacher and has successfully completed the National Award for SEN Co-ordination

Paula Standen is available via the office on 01843 227575 or via email at senco@cliftonville.kent.sch.uk.

3. Information about the school's policies for making provision for pupils with SEND whether or not they have EHC Plans, including:

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

Each review of the SEND 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 (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 an Education, Health and Care Plan there will be regular reviews 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

b) The school's arrangements for assessing and reviewing the progress of pupils with SEND

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo 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 and behaviour
- Other teachers' assessments, where relevant and observations
- 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. 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 of reading age, spelling age etc. The assessments we use at Cliftonville Primary School are as detailed 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 SEND support plan will be reviewed and adjusted.

c) The school's approach to teaching pupils with SEND

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 Cliftonville Primary school, the quality of teaching was judged to be outstanding in February 2023.

At Cliftonville Primary School we follow the Mainstream Core Standards advice https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf developed by Kent County Council to ensure that our teaching conforms to best practice.

Parent's guide is available at 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 e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

d) How the school adapts the curriculum and learning environment for pupils with SEND

At Cliftonville Primary 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 will therefore make the following adaptations to ensure all pupils' needs are met:

- Differentiating 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.

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 adaptations to buildings have been made . All staff are involved in professional development relating to high quality first teaching and specific aspects of SEND.

e) Additional support for learning that is available to pupils with SEND

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 SEND support. The amount of support required for each pupil to make good progress will be different in each case. We use a variety of interventions in school. These include: language groups, 1:1 Speech and Language support, Better Reading Partnership, emotional support programme, play therapy, social skills groups, Clever Hands, Fizzy/Beam, Literacy Gold, Lego Therapy, and bespoke interventions in line with External agency recommendations. 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 may provide 'High needs funding' or pre school "SENIF" to the school. Top up funding bids are made by the SENDCo.

f) How the school enables pupils with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND

All clubs, trips and activities offered to pupils at Cliftonville Primary 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

g) Support that is available for improving the emotional and social development of pupils with SEND

At Cliftonville Primary 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, tutor 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 a play therapist, mentor time with member of senior leadership team, external referral to Children and Young People's Mental Health service, time-out space for pupil to use when upset or agitated etc.

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 SEND Co-ordinator

The SENDCo at Cliftonville Primary School is Mrs Paula Standen, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination

Paula Standen is available via the office on 01843 227575 or via email at senco@cliftonvilleprimary.co.uk

5 Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

All teachers and teaching assistants have had ASD awareness training, MCS plus Precision Teaching, Cued Articulation and Makaton when needed. Where a training need is identified beyond this we will find a provider who is able to deliver it. For example via the Specialist Teaching and Learning Service, Educational Psychologist, Speech and language therapist, occupational therapists and physiotherapists. 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 SEND 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 SEND about, and involving them in, their education

All parents of pupils at Cliftonville Primary School, including those on the SEND register, are invited to discuss the progress of their children on three occasions a year and receive a written report once a year.

We will formally notify parents when it is decided that a pupil will receive SEND support and invite them into school to discuss the decision and support needed with the class teacher, year group leader, assistant SENDCos and SENDCo.

We will ensure 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

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.

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. If parents wish they will have the opportunity to discuss the provision at a mutually convenient time.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend 2 review meetings and 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 SEND 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 school board relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

The normal arrangements for the treatment of complaints at Cliftonville Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Year Group leaders, SENDCo, Senior Leadership Team or Head teacher, to resolve the issue before making the complaint formal to the Chair of the School Board

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

There are some circumstances, usually for children who have a Statement of SEND 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 school board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

The school board, through the SENDCo, has engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to Education Psychology advice as needed.
- A Service Level Agreement with Speech and Language service for approximately 1 day a week.
- 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.
- Ability to refer to CYPMHs for a variety of assessments.

- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENDCo eg 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.

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 SEND in transferring between phases of education or in preparing for adulthood and independent living

At Cliftonville Primary 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. These include yearly transition meetings in school, yearly Nursery transition meetings plus SENDCo secondary transition. Individual / personalised transition is also arranged when necessary.

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

The local authority's local offer is published on:

www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer

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

Last ratified by the Governing Body September 2024