



**IDE HILL CHURCH OF ENGLAND PRIMARY SCHOOL
SEND POLICY**

PREPARED BY: DAWN HARDY

**UPDATED: NOVEMBER 2020
TO BE REVIEWED: NOVEMBER 2021**

This policy is subject to review and evaluation by the Headteacher and Governing Body.

Signed: 
Headteacher, Mrs Louisa Hillman

Date: 17.11.20

Signed: 
Chair of Governors, Mrs Anne Fletcher

Date: 17.11.20

At Ide Hill Church of England Primary School, our ethos and vision "Do everything in love" shapes all that we do. Our values of Love, Respect and Responsibility support us in our aim for all children to flourish in our care by fostering a love of God, a love learning, a love of everyone and a love of life.

Ide Hill CE School is a Rights Respecting School. We recognise the following Rights on the Convention of the child:

Article 28 : Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Article 19: Every child has the right to be safe and cared for.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND 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 SEND 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
- Single Equality Policy
- Data Protection Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Admissions Policy
- Mental Health and Well-being Policy
- Teaching and Learning Policy (including Early Years)

This policy was developed in consultation with the SEND Governor and will be reviewed annually.

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 in order for that child to reach their potential. They will have a specific area of need, whether emotional, educational or physical. 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 over a prolonged period; 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 (SEND Code of Practice 2014, p 4)

The Code of Practice (2014) describes the four areas of need a child may have;

Communication and Interaction

Cognition and Learning

Social and Emotional Mental Health

Sensory and/or Physical

A child may have needs in one or more areas.

Definition of disability

Many children and young people who have SEND 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'. 'Long-term' is defined as 'a year or more' and substantial is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5)

Information about the identification and assessment of pupils with SEND

As detailed in the definition of SEND, a child may need extra support if they are not making the same progress as their peers, however high quality teaching, differentiated for individual pupils is the first provision for all children, whether they have a SEN or not.

Parents will be informed by the school, at the earliest opportunity, in a private meeting with the class teacher and SENCO if needed, if there are any concerns about a pupil's progress or emotional well-being. At Parents Evening Parents will also be informed of interventions that their child is attending together with their progress to date. Parents are encouraged to speak to their child's class teacher at any time if they have any concerns, by appointment.

Assess

Teachers continually assess children and adapt their teaching accordingly. We meet formally three times per year to discuss assessments and pupil progress including pupil wellbeing and mindset. Any child with a personal plan would also have this reviewed at least three times per year, with parent involvement also.

Plan

A variety of data is collated to support these conversations and is used to inform the production of provision maps, including Individual Learning Plans "ILP's" as appropriate. All staff members are encouraged to consult with the SENCO on an ad hoc basis to raise any new or developing concerns. For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision and will be reported in line with data protection legislation.

Once we have identified the needs of a child we would work collaboratively with parents/carers, other teachers, specialist teachers and other professionals to create targets and support for the child.

In certain cases we may refer to LIFT, Early Help, Community Paediatricians etc

Do

Quality First teaching which may include visual timetable, visual prompts, cue cards, small group learning, pre-teaching or other strategies is used to enable learning. In addition, children may receive additional support in the form of interventions or specialised strategies. If particular training is required for a specific need then the teacher will undertake this training.

Review

We will review the child's progress and response to support will then be reviewed at the next review meeting

If a pupil continues to make expected progress in line with his peers, but could not do so without this support, we will continue to identify this pupil as having a special educational need.

Additional support for learning that is available to pupils with special educational needs

All schools receive 'notional SEND funding'. This funding is used to ensure that there are sufficient resources to support SEND provisions and interventions, including staff training.

KCC High Needs Funding can be applied for by either parents or school in specific cases, where highly specialist support is required.

How the school enables pupils SEND to engage in all activities.

Please see Accessibility Plan and Equality Policy.

Support that is available for improving pupil's Social and Emotional wellbeing.

At Ide Hill Church of England 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 and indirectly with every conversation adults have with pupils throughout the day.

Pupils who have Social and Emotional needs will be identified and supported to meet their needs appropriately, e.g nurture group, therapy, daily chats with staff, pastoral mentor. As a small and nurturing school we are able to have an individualised approach to pastoral care and provide specialist support to those who need it. All pupils will be given opportunities throughout the day to share their concerns or discuss their wellbeing with a range of adults. Pupils will also be taught wellbeing / mindfulness approaches.

Transition

At Ide Hill transition is strategically planned so that children experience the minimum of anxiety or upset. From the very beginning of their time at Ide Hill relationships are developed with previous providers in order provide the easiest start in Saplings. Mrs Daniels and Mrs Drysdale visit all nursery provision to discuss the needs of the children. If there is a significant SEN issue, Mrs Hardy would also join these visits, to ensure that provision is consistent.

When children approach transition from classes and/or key stages they are involved in a number of "transition days" when they spend time in their respective classrooms being taught by their "new" teachers. Similarly, when children are in Year 6 they take part in a number of taster days at local secondary schools and experience a typical day there. Children with SEN, if it is thought appropriate, can receive additional support during these transitions. For example, Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays.

The name and contact details of the SEND Co-ordinator

The SENCO at Ide Hill School is Mrs Dawn Hardy who is a qualified teacher and achieved the accreditation of the National Award for SEND Co-ordination in January 2020.

Contact details are available on the school website "contact" page.

Mrs Hardy is available in school each Tuesday and Wednesday.

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 will be appropriately trained to deliver support or interventions to pupils. Where a training need is identified beyond this, we will find a provider who is able to deliver it.

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 aim to purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the County Council.

The arrangements for consulting young people with SEND about, and involving them in, their education

The voice of our pupils is extremely important and we will seek pupil's participation in any proposed actions taken on their behalf. 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.

The arrangements made by the FGB relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

We encourage parents in the first instance, to share their concerns with the child's class teacher and SENCO and then the Key Stage Leader. The school complaints policy sets out further procedures if the concern is not resolved. All school policies can be accessed via the school website.

The contact details of support services for the parents of pupils with SEND, 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>

Details of the Local Offer for Kent may be found at the following website;

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support (IASK) are able to provide support for parents and carers:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

