



Repton Manor Primary School

Special Educational Needs & Disability Policy (SEND) February 2023

Policy lead	Louise Summers
Date approved by Governing Body	February 2023
Governor signature	
Date uploaded to website	
Review date	February 2024

Glossary

SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
EHCP	Education Health Care Plan
HNF	High Needs Funding
SALT	Speech and Language Therapy / Therapist
OT	Occupational Therapist
STLS	Specialist Teaching and Learning Service
EP	Educational Psychologist
LIFT	Local Inclusion Forum Team
PSM	Pastoral Support Manager
PSHE	Personal Social Health Education
RWI	Read Write Inc (Phonic Programme)
CYPMHS	Children and Young People's Mental Health Services
C&I	Communication and Interaction
C&L	Cognition and Learning
S&P	Sensory and/ or Physical
SEMH	Social, Emotional & Mental Health
ASD	Autism Spectrum Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ODD	Oppositional Defiance Disorder

Repton Manor Primary School

SEN & Disability Policy/SEN Information Report

Issued on February 2023

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

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 Policy, Safeguarding Policy, Teaching & Learning Policy, Complaints Policy, Accessibility Policy and Equalities Policy.

This policy was developed with a parent consultation group (recorded discussions, parents letters and communications, consultation meeting) representatives from the governing body, staff and parents of children with special educational needs. This policy 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:

- 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)

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)

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

At Repton Manor Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance: Dyslexia, Developmental Co-ordination Disorder, Speech and Language Needs (Select Mutism, sound production difficulties, dysfluency, as well as language delay/disorder), Autism Spectrum Disorder, Cerebral Palsy, Oppositional Defiance Disorder, Diabetes, Anxiety, Chromosome Deletion Syndrome, Sensory Processing Disorder learning difficulties, behaviour difficulties and social, emotional and mental health difficulties (SEMH). 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: Autism Spectrum Disorder, Moderate Learning Delay, Severe Speech and Language Delay, Global Delay, Cerebral Palsy, Amyoplasia Congenita and Attachment Disorder. 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 Repton Manor 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 e.g. Infant Language Link and Speech Link, Junior Language Link and Speech Link, Y1 phonics screening, spelling age, reading age, Read Write Inc (RWi) assessment, children's written assessments, Leuven and Boxall Profiles.

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: additional / focused reading groups, 1:1 RWI, Write from the Start, Fizzy, Clever Hands, Sensory Circuits, Number Box, Maths Booster, Reading Booster, Writing Booster, Daily Reading, Paired Reading, Precision Teaching, Syllable Spelling, Speech and Language intervention, Nurture Activities, Social Skills intervention, Emotional Literacy Programmes, Physiotherapy Exercises, Lego Play and Nurture Provision and Principles.

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 Repton Manor we are experienced in using the following assessment tools; Speech Link, Language Link, Language for Learning, NFER Reading, Maths and Grammar, Punctuation and Spelling tests, B Squared, Boxall Profile and Well Being Tool Kit, Assessment Screeners for Dyslexia and Dyscalculia, Spelling and Reading Age Assessments. We also have access to external advisors who are able to assess the children's needs in more detail; these include; Specialist Teaching and Learning Service (STLS) for all need types, Educational Psychologist (EP), Speech and Language Therapy Team (SALT), Occupational Therapy Team (OT), Physiotherapy Team, Diabetes Nursing Team and School Nursing Team.

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 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 as having special educational needs. When there is any change in identification of SEN, 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.

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 (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 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 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 three 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 Repton Manor Primary School are referred to 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 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 (2015, 6.37)

In Repton Manor Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

(<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>)

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'.

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

At Repton Manor 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.

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:

- Accelerate progress to close the gap between Pupil Premium and SEND children and their peers, in response to the recent National Pandemic.

They have identified that the following aspect of the school need to be improved:

- Implementing and embedding the Kent Mainstream Core Standards throughout our curriculum offer.
- Our school family recognises, values and celebrates our commonalities (values) and differences.

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 documented on our provision map (please see school website). 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. Where a child's special educational needs are deemed significant and complex and requires provision that exceeds the £6000 per year, an application for High Needs Funding (HNF) will be submitted. If an application is awarded, additional funding will be awarded to ensure that the individual special educational needs of a child can be met within the mainstream setting.

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 Repton Manor Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary (and possible), 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 need.

At Repton Manor Primary School we understand that an important feature of our school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through our Life Skills Curriculum, Assemblies and targeted or personalised interventions, as well as indirectly with every conversation adults have with pupils throughout the day. As a Nurture School, accredited by Nurture UK, we promote a nurturing ethos throughout our curriculum offer, providing a nurturing curriculum to all pupils with a tiered level of intervention to meet the emotional and social development of all pupils. Our curriculum and nurturing ethos is based upon the six principles from 'Nurture UK'. The six principles have been adapted with parents and children and are as follows:

- My child's learning journey is understood.
- My child is listened to and cared for.
- All my child's behaviours are forms of communication.
- My child is supported to feel safe at school
- My child is taught to use their words and to talk about their emotional well-being.
- My child is helped through transitions.

We recognise that some of our pupils, who are in the early stages of their emotional and social development because of their special educational needs, will require additional and different resources, beyond that required by pupils who do not need this support. If it is deemed

appropriate the following provision can be provided to further support the emotional and social development of a child: nurture activities for self-regulation, social skills, Emotional Literacy sessions, Drawing and Talking, access to counselling, external referral to CYPMHS, access to alternative safe spaces such as the; SNUG and Sensory Room to use for reflection or relaxation or mentor time with members of senior leadership team or pastoral and inclusion team. Children who receive such provision will be assessed using the Boxall profile and will have either a personalised plan/ curriculum that is documented.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Repton Manor Primary School is Louise Summers, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. Louise Summers has also been accredited by Canterbury Christ Church University for Understanding Autism Spectrum Disorder and Effective Teaching and Learning strategies for Mainstream or Special School Settings.



Mrs Louise Summers – Inclusion Director.
(Qualified Teacher and SENCo)

inclusion@lightyear.kent.sch.uk



Mrs Hannah Ferris – Safeguarding and Pastoral Care Director.

spd@lightyear.kent.sch.uk



Miss Katie Allen – SENCo Assistant.

katie.allen@reptonmanor.kent.sch.uk



Miss Sarah Crook – Family Liaison Officer

flo@reptonmanor.kent.sch.uk



Mrs Jodie Wright – SEND Teaching Assistant.

jodie.wright@reptonmanor.kent.sch.uk

Repton Manor Primary School has identified a team of professionals to meet both the pastoral and special educational needs of all pupils. The Pastoral and Inclusion Team have an extensive range of training, ensuring, where possible, that the individual needs and circumstances of every child can be met where appropriate. The team have strong working relationships with a number of outside agencies including; Speech and Language Therapy, Occupational Therapy, Physiotherapy, Specialist Teaching and learning Service, Educational and Clinical Psychology, CHYMPS, Bereavement Support, Counselling, Early Help and many more services. When the needs of a child exceed the expertise of the PINC team, we are able to draw upon

these services for additional advice and recommendations to further support the individual needs of our children.

You can contact either Louise Summers or the appropriate member of the PINC Team via telephone on 01233 666307 or via email.

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:

- Mainstream Core Standards Training
- Behaviour Training
- Autistic Spectrum Disorder Awareness
- De-escalation Training
- Attachment & Emotional Coaching
- Anxiety Training
- Boxall Profile Training
- Read Write Inc Training
- Outdoor Play and Learning Training
- Rainbow - Bereavement Awareness Training

In addition to this, all teaching assistants have received training in:

- Dyslexia Awareness Training
- Language through Colour
- An awareness in Sensory Sensitivity/ Sensory Processing
- Sensory Circuit Training
- Read Write Inc training and 1:1 Tuition
- Cued Articulation
- Stammering/ Dysfluency
- TRUGS
- Widgit
- Supporting Memory Difficulties
- Precision Teaching
- Play Leader Training

Furthermore, individual teaching staff have received the following enhanced and specialist training which has been disseminated to the appropriate staff members:

Staff Member(s):	Training:
Louise Summers	Dyslexia in the mainstream classroom
Louise Summers, Hannah Ferris & Katie Allen	Boxall Profile Training

Louise Summers	Nurturing Schools Accreditation
Louise Summers	Inclusive Curriculum Beyond English and Maths
Louise Summers	Language for Learning SENCo Survival
Louise Summers	County Wide Updates for SEND Practitioners including SEND Conference Day (Termly)
Louise Summers & Katie Allen	Social Stories
Louise Summers & Katie Allen	Introduction to the Mainstream Core Standards Providing a context for the Mainstream Core Standards
Katie Allen	Language for Learning Memory and Language
Katie Allen	ELSA Training
Katie Allen	Solution based brief therapy
Katie Allen	Language for Learning TA Survival
Katie Allen	Precision Teaching in Literacy
Katie Allen	Precision Teaching in Maths
Jodie Wright	Paired Reading Training
Jodie Wright	Manual Handling Training
Katie Allen	Drawing and Talking Therapy
Katie Allen & Hannah Ferris	Nurture Group Training/ Accreditation
Hannah Ferris and Katie Allen	Rainbow - Bereavement Training
Hannah Ferris	Attachment Lead in School
Katie Kelher & Rachel Ingram	Attachment: Understanding the Development and Functions of Attachment and How to Support those with Attachment Difficulties.
Katie Kelher, Liz Davison and Sarah Hardy	Emotion Coaching
Katie Kelher, Rebecca Fagg and Sarah Hardy	Memory Difficulties
Melody Scott-Boatfield	Emotional Regulation in EYFS
Nisha Gorania & Gemma Hammond	Understanding Autism in the Primary Classroom
Nisha Gorania	Managing Challenging Behaviour
Chloe Brading	Strategies for Supporting the Struggling Reader
Shannen Taylor	Makaton Training Level 2 and 3
Megan Lynn and Laura Holmes	Girls with Autism Spectrum Disorder
Gemma Hammond and Amy Smith	PEC's training
Gemma Hammond	Communication Book Training
Hayley Mannering	Understanding Self-harm in children
Matt Rawling, Jackie Chamber, Louise Summers, Kayleigh Simpson, Katie Allen, Daniel Jobber, John Page, Tabitha Kemp and Jess Iles	Positive Handling & De-escalation Training
Jodie Wright, Monica Wilkinson, Nicole Lewis, Charlotte Edmonds, Jess Iles, Michelle Manster,	Diabetes Training

Nikki Pittam, Tabitha Kemp, Callum Potts, Hayley Mannering	
Sarah Crook	Tool for Change Training
Jess Iles	Phonics Training
Jennifer Farmer, Chloe Brading & Amanda Bashford	Mainstream Core Standards Training for Core Subject Leaders

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, Goldwyn Special School, Wyvern Special School, Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapist and School Nursing. 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 Repton Manor Primary School are invited to discuss the progress of their children on three occasions a year and receive a written report three times 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 provisions will be recorded, tracked and evaluated on a Provision Map. The provisions in place for each child will be shared and reviewed with their parent/carer 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. 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 as having 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 Repton Manor Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, phase leader, SENCO, SENCO Assistant, Pastoral Support Manager or Headteacher to resolve the issue before making a formal complaint 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 a Statement of SEN 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 through the Aquila Academy.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement for Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice.

- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO's e.g. 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 special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Repton Manor 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. Our Early Years Foundation Stage staff offer four transition opportunities (Play and Stay) for new children joining Reception at the start of the academic year. In addition to this, the following is offered; a home visit, nursery visit, information evenings, staggered / personalised induction timetables, summer holiday meet and greet are offered and where appropriate additional transition sessions are available for children with SEND. For children transferring to Repton Manor Primary school, they are offered a home visit, a tour of the school, the appropriate staff member liaises with the previous setting to share records and experiences of the named child. If the child has significant SEND needs then a personal induction plan is agreed with the parents/carers of the child.

We also contribute information to a pupils' onward destination by providing information to the next setting as per requests in addition to a detailed pupil file. Where possible, handover meetings are appropriate for children with SEND; meetings with the receiving schools will be organised. Where it is deemed appropriate, a staff member will visit the secondary setting with a child with SEND.

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>. For parents/ carers without internet access, they should make an appointment with the SENCO or SENCo Assistant for support to gain the information they require.