

# Wentworth Primary School

## SEND

Including current Accessibility Plan

## Policy

**Date of Policy: October 2018**  
**Date of Ratification by Governors: October 2018**

**Interim Review: Spring 2020**  
**Date of next review: Spring 2021**



# Wentworth Primary School

## SEND Policy including current Accessibility Plan

### Information Report

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 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
- Anti-Bullying Policy
- Equalities Policy
- Positive Handling Policy
- Safeguarding Policy
- Homework Policy
- Complaints Policy others
- PSHE Policy
- Assessment Policy
- Pupil Attendance Policy
- Children with medical needs
- Accessibility Plan (included in the SEND Policy)
- Mental Health and Wellbeing Policy

This policy was developed with the Senior leadership team, the AHT for Inclusion and the SEND governor. Parents of children with special educational needs and disabilities were engaged in the consultation process before the draft policy was put before the governors to be duly agreed; the policy 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.

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  
of
- (b) the same age; or
- (c) 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. *SEND Code of Practice (2014, p 4)*

## 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'. 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' *SEND Code of Practice (2014, p5)*

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

At Wentworth Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance

- dyslexia
- dyspraxia (DCD)
- speech and language needs
- Down Syndrome
- Autism and social communication difficulties
- ADHD
- ADD
- APD
- learning and cognition difficulties
- dyscalculia
- fine and gross motor skills difficulties
- hearing impairment
- visual impairment
- physical impairment
- chronic illnesses
- behaviour difficulties
- medical diagnoses

- mental health or well-being difficulties
- long term difficulties associated with early trauma or attachment disorders

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 when appropriate.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Cognition and Learning
- Communication and interaction (including SLCN)
- Social, Emotional and Mental health
- Physical or Sensory

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. (Please note: owing to the location of the school both Kent and Bexley have involvement with the pupils at Wentworth Primary School).

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 SEND

At Wentworth Primary School we monitor the progress of all pupils four times a year to review their academic progress. We are also able to use a range of assessments with all the pupils at various points. These may include:

- Reception Baseline Test
- Bracken school readiness
- Y1 phonics screening
- Y2 SATS
- Y2 phonics screening
- Optional SATS for years 3, 4 and 5
- Y6 SATS
- speech link
- language link
- BVPS
- spelling age NARA and IRA
- standardised score for reading
- accelerated reading assessment
- PiXL personal checklist for reading, writing, maths and SPAG.

- Boxall Profile for emotional literacy and well-being
- Spence Anxiety Scale
- Leuven scales for well-being and engagement

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:

- Individual Reading
- Additional Phonics
- Toe by Toe (phonetic approach to literacy)
- Additional Maths/Number
- Clever Fingers – Fine motor skills
- BEAM – gross motor skills
- Attention and Listening Skills
- Memory
- Communication and Language
- Language Enrichment
- Plus 1 (mathematics programme KS1)
- Power of 2 (mathematics programme KS2)
- Numberblocks Maths
- Julia Robertson Songbirds Phonics Support
- Fuzz Buzz
- Busy Ants Maths Programme
- Additional Handwriting
- Social Communication / Social Skills
- Lego Therapy
- Additional Writing
- Counselling
- Better Reading Partnership/Stamina
- Reading for Meaning
- Comprehension Skills
- Dyslexia Support
- Sentence Writing
- Spelling Support
- Year 6 Mentoring Programme
- Talking for writing
- Play therapy
- Sensory circuits
- Colourful semantics

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 assessment tools to determine the cause of the learning difficulty. At Wentworth Primary School we are experienced in using the following assessment tools

- PhAB
- BPVS
- Bracken
- Numicon Screening
- Dyslexia Screener
- Dyslexia Portfolio
- Dyscalculia Screener
- NARA/IRA
- Accelerated reader – intervention programme
- Speech link
- Language link

We also have access to external advisors who are able to use the following assessment tools

- Educational Psychologists using a range of assessments to determine levels of cognition and an underlying ability to learn.
- Specialist Teachers using assessments to support further referrals or medical diagnoses.

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.

### 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 SEND support plan will be informed by the views of the pupil (dependant on age and aptitude), parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. Parental contribution and involvement is paramount to the entire process.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan the provision made for the child will be reviewed, 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 5 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 Wentworth Primary School are:

- PhAB
- BVPS
- Bracken
- Numicon Screening
- Dyslexia Screener
- Dyslexia Portfolio
- Dyscalculia Screener
- NARA/IRA
- Boxall Profile
- Spence anxiety scale
- Speech link
- Language link

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.

### 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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At Wentworth we effectively monitor both whole class teaching and small group interventions, we 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' (and where appropriate teaching assistants) understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*.

At Wentworth 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.

<http://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

- 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 SEND funding'. In some instances additional support staff are paid through High Needs Funding which is granted for children with a significant level of SEND.

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

At Wentworth 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 statements of special educational needs / 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:

- several toilet facilities for disabled pupils
- hand rails on staircases throughout the building
- ramp entrance at reception
- high vis stair edging for VI pupils
- EVAC chair for emergency evacuation
- accessible lift for access to upper level of Adam Gemilli block

*3e additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEND 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 and a full list of the interventions we can offer are mentioned above. 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 which has to be applied for under rigorous systems.

*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 Wentworth 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, where appropriate the school will work closely with parents and carers to ensure inclusion in activities. In some cases it is appropriate to provide bespoke agendas and learning opportunities based entirely around personal need of specific children.

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

At Wentworth 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
- mentoring programme
- circle time
- assembly
- directed talking in the classroom
- small group interventions
- The Sanctuary available every lunchtime where the children practise mindfulness
- Drop-in availability of designated mental health lead at playtimes and lunchtimes
- indirectly with every conversation adults have with pupils throughout the day

For some pupils, where appropriate, we also can provide the following:

- external referral to counselling service
- mentor time with member of staff
- talk time with a member of the senior leadership team
- external referral to CAHMs
- external referral to educational psychologist
- external referral to Specialist Teaching and Learning Service
- external referral to Speech and Language Service
- external referral to Occupational Therapy Service
- external referral to paediatric support
- access to time-out space for pupil to use when upset or agitated or in need of security
- external referral to behaviour support (via Rowhill School)
- external referral for Pupil Referral Unit
- Kent Health Needs Services for children with medical or mental health requirements

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 SENCO at Wentworth is Mrs Gemma Simcock (Assistant Headteacher for Inclusion) who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications;

- BA Education with QTS

- MA Primary Education
- Language for Learning Accreditation
- National Professional Qualification for Middle Leadership

Mrs Simcock is available on 01322 225694 (option 4) or [gemma.simcock@wentworthonline.co.uk](mailto:gemma.simcock@wentworthonline.co.uk)

She is available from Monday – Friday.

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

The staff have had the following awareness training:

- Safeguarding training including e-safety training
- ASD awareness and classroom strategies
- Speech and language awareness and classroom strategies
- Dyslexia awareness and strategies
- Paediatric first aid training
- Choking awareness
- Diabetes awareness
- Team Teach Techniques
- Moving and handling training (where appropriate)
- Epi pen awareness training
- Speech and language training from speech and language therapists
- Behaviour training
- SEND training and awareness
- Trauma and Attachment training (especially in the context of post looked after children)
- Epilepsy awareness training (where appropriate)
- Paediatric oncology training (where appropriate)
- Cystic fibrosis awareness training (where appropriate)
- Sickle cell awareness training (where appropriate)

In addition, teachers, HLTA's and TA's have received the following enhanced and specialist training:

Sensory Processing Disorder, Anaphylaxis Awareness, Understanding and supporting pupils with ADHD, Inclusion for Pupils with Dyslexia, Developing Numerosity, Transforming Teaching for pupils with SEND, Improving literacy and reading for pupils with SEND, ASD Stage 1 training, ASD stage 2 training, dealing effectively with racist incidents, meeting Ofsted standards re equality, accelerated reader, MAD for

Behaviour, moving and handling training, Lego therapy, Dyscalculia awareness training, attachment disorder training, how to use communicate in print to engage pupils, building resilience and self-esteem, Speech and Language, Clever Fingers, Selective Mutism, Down syndrome training and Team Teach.

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 County Council through the SLA
- Rowhill Special School (behaviour)
- Ifield School
- Educational Psychologist
- Speech and language therapist
- occupational therapists
- physio-therapist
- Specialist Teaching and Learning Service
- Osiris
- Valance Special School (moving and handling)
- Thamesview PD unit (moving and handling)

The cost of training is covered by the notional SEND 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 SEND 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 with SEND at Wentworth Primary School are invited to discuss the progress of their children on three occasions a year and receive a written report once each 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 provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. 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 invited 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. If the child is not yet five years old there will be a six monthly review until they become five. 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. This consultation will always be differentiated by age and aptitude. 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 arrangements for the treatment of complaints at Wentworth Primary School about provision made for special educational needs: We encourage parents to discuss their concerns in the first instance with the Class Teacher. If further clarification is sought parents should escalate following this path in order to resolve the issue before making the complaint formal to the Chair of the governing body.

- SEND Co-ordinator - Mrs G Simcock
- Head of Foundation – Miss K Skipp
- Head of Key Stage 1 – Mrs K Randall
- Head of Lower Key Stage 2 – Mrs L Connolly
- Head of Upper Key Stage 2 – Mrs C Davies
- Head Teacher – Mr P Langridge

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

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority.

Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement for local services
- Access to educational psychology services
- Access to CAMHS in Kent and / or Bexley
- 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 make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCOs e.g. SENCO forum and Kent AEN Updates
- Bexley Support Services
- Bexley SEND Forums
- Bexley Support groups and services
- Dartford Support Services

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)

Information Advice and Support Kent (IASK) formally 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 (0-25). 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 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<http://www.kent.gov.uk/education-and-childrens/special-educational-needs/support-and-advice/information-Advice-and-support-kent>

**Bexley Voice:** Bexley Parent Carer Forum - A parent carer forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

**Contact Name:** Bexley Voice

**Email:** [bexleyvoice@hotmail.co.uk](mailto:bexleyvoice@hotmail.co.uk)

**Phone:** 07512 409 935

*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 Wentworth 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.

- Wentworth staff initially visit pre-school children in their educational setting (terms 5 and 6)
- Wentworth staff conduct home visits for Reception children prior to induction
- Children with special needs engage in a transition programme between KS1 and KS2, ensuring that they are fully aware of upcoming changes in environment and personnel. (Occasionally this also happens at year to year transitions where necessary).
- Transition books are sent home to accompany the transition programme.
- Year 6 to Year 7 transition involves additional visits to the new setting. Year 7 staff come into Wentworth to visit current Year 6 pupils.
- Kent Transition programme available for children with behavioural difficulties.
- Contact between secondary SENCO's and Wentworth AHT for Inclusion via Dartford Transition Day and through individual contact with Bexley secondary schools.

We also contribute information to a pupils' onward destination by providing information to the next setting. If a pupil leaves during the school year, once confirmation of new

placement has been received information is passed to the SENCO or AHT for Inclusion via telephone conversations and paperwork is duly dispatched.

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

Please note that owing to the location of Wentworth Primary School there is involvement from both Bexley and Kent County Council and this is dependent on the child's permanent address. The local authority's local offer is published on:

<http://www.bexleylocaloffer.uk/>

<http://www.kent.gov.uk/education-and-children/special-educational-needs/local-offer-your-voice>

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

To be reviewed January 2021

Approved by the GB on .....

Glossary:

ADHD	-	Attention hyperactivity deficit disorder
ADD	-	Attention deficit disorder
AEN	-	Additional educational needs
APD	-	Auditory processing disorder
BA	-	Bachelor of Arts
BEAM	-	Balance, education and movement
BVPS	-	British picture vocabulary scale
CAMHs	-	Children's and adolescent's mental health service
EHCP	-	Education and health care plan
ICT	-	Information and communication technology
LIFT	-	Local inclusion forum team
NARA	-	Neale analysis of reading ability
PGCE	-	Post graduate certificate in education
PhAB	-	Phonological assessment battery
PSHE	-	Personal, social and health education