



The Flourish Federation

SEND Policy

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

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with our other school policies particularly teaching and learning, inclusion, English as an additional language, equality, assessment and tracking, monitoring and evaluation, safeguarding, restrictive physical intervention, accessibility and behaviour. This policy was developed by the Special Educational Needs Coordinator (SENCo) in consultation with the Head Teachers, Chair of governors, parents/carers, the SEN Governor, SEN Teaching Assistants and parents of children with special educational needs and will be reviewed annually.



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Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

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

At Brookfield Infant and Junior Schools, 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 speech and language needs, Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD) Dyslexia, Developmental Co-ordination Disorder (Dyspraxia), learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we have access to training and advice so that these kinds of needs can be met.

The schools also currently meet the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ASC and SEMH (Social, Emotional and Mental Health) and Communication and Interaction. 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.



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2 Information about the policy for identification and assessment of pupils with SEN

Brookfield Infant school:

At Brookfield Infant School we formally monitor all pupils three times a year using an independent writing task, although informal teacher assessments are on-going. Maths and Science assessments are carried out by recording pupil responses during problem solving and investigative tasks. Pupil progress meetings are carried out each term. We also use the following assessments with all the pupils at various points:

Language Link– with every child in Term 1-2 of EYFS

Speech Link – for pupils with speech difficulties in Term 1-2 of EYFS

Year 1 Phonic Screen with every child in Term 6 of Year 1

Where progress is not sufficient, even if a 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:

BEAM physiotherapy
Clever Fingers Fine Motor Skills
Little Wandle Phonic Catch-Up
Writing Clinic
Maths Catch-Up
Speechlink /Language Link

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 may use a range of assessment tools to determine the cause of the learning difficulty such as Lucid Rapid which identifies signs of dyslexia.

Brookfield Junior School:

At Brookfield Junior School we measure the progress of all pupils three times a year to review their academic progress through data drops and SENCo pupil progress meetings. In Year 6, most children will sit the Key Stage 2 SATs tests.

Where progress is not sufficient, even if a 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:

Sensory Circuits
Clever Fingers Fine Motor Skills
Little Wandle phonics catch up.
Maths boosters
Literacy boosters



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Lego Therapy
Social skills
BEAM
Memory Magic

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 both schools we are experienced in using the following assessment tools: Speech/Language Link and Lucid Rapid (Dyslexia Screener), and we have access to external advisors who are able to use additional assessment tools.

The purpose of this more detailed approach is to understand what additional resources, strategies and adaptations are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN provision plan and reviewed three times a year, being refined / revised as 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 (SEN). 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 SEN is made, 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 strategies/adaptations to be put in place.

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 provision 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 (2014, 6.17)* describes inadequate progress thus:



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- 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 by the SEN Governor.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the Infant and Junior schools has their progress tracked through a computer programme called Insight. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, phonic knowledge etc. Pupil Progress Meetings happen three times a year when class teachers review the progress of all pupils with the SENCo or Senior Leaders and discuss ways to close any gaps in attainment.

If these assessments do not show adequate progress is being made, the SEN provision 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 (2014, 6.37)*

At Brookfield Infant and Junior Schools, 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. A copy of the Mainstream Core Standards can be found on the KELSI or school website or by contacting the SENCo.

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 teaching in the nurture class/ small group teaching, use of ICT software learning



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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

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors and Senior Leadership Team continue to provide access to SEN training opportunities and updates.

Access to specialist courses such as ELSA and Drawing and Talking for key staff have increased our well-being offer.

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 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 detailed on our class provision maps. There is an example of a provision map on our 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. Additional funding for small group support, resources and advice can be requested through the Community of Schools meeting. Through our Community of Schools meetings, we will have support through a Professional Resource Group. This will be made up of a range of external services such as the Specialist Teaching Service (STLS), Educational Psychologists and SEN Inclusion Advisors. Through the Balanced System, we now have access to a link speech and language therapist and the SENCo can attend advice clinics to raise concerns around individual children or for general support. In addition to this, we will have access to two yearly School Based Reviews with the Educational Psychology Service. At these reviews we will be able to discuss individual pupils, cohorts or whole school needs.

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 Brookfield Infant and Junior Schools 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.



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

At Brookfield Infant and Junior Schools, 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 such as through the JIGSAW programme, Circle Time, When My Worries Get Too Big, PSHE (Personal, Social and Health Education), emotions mats and emotions boxes and indirectly with every conversation adults have with pupils throughout the day. In the Infant School, the most recent Ofsted inspection, pupils' personal development, behaviour and welfare were judged as outstanding.

In the Infant school, for some pupils with the most need for help in this area we can provide the following: time in our nurture class (Oasis room), nurture pod, quiet areas or dens in the classrooms, an individual workstation in the classroom or time-out e.g. a walk outside, gardening, for pupils to use when upset or anxious. We have targeted activities e.g. a nurture group, morning story time, comic club and a music nurture group. A dedicated Nurture TA is available to support our most vulnerable pupils at playtimes and lunchtimes. Pupils can have lunch in a quiet environment and play in a small group.

In the Junior school, pupils have access to a variety of zones at lunch times. These are manned by staff and include the Geek Zone, Library and Nurture Hub. These zones provide children with areas to self-regulate and manage their needs, as well as offering quieter playtime experiences for those that prefer it.

Alongside this, we also offer support through our in-school well-being counsellor and regular check-ins with our Family Liaison Officer (FLO). We are also able to make external referrals to e.g. The Child and Adult Mental Health Service (CYPMHS), counselling services (Spurgeons), Play therapy, and Project Salus (domestic violence). A skilled professional can then work on a programme tailored to the needs of an individual child.

Pupils in the early stages of emotional and social development as a result 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. Well-being through both schools is tracked through Leuven scales in terms 1, 3 and 5 and well-being meetings are held regularly with the FLO/SENCo.

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

The SENCO at Brookfield Infant and Junior Schools is Mrs Louise Freeman, who is a qualified teacher (B.Ed Hons) and has been accredited by the National Award for SEN Co-ordination. She has undertaken a wide range of in-service and external courses including Team Teach, Attachment Training, Emotional Well-Being, Attention Deficit Hyperactive Disorder (ADHD), Autistic Spectrum Disorder (ASD), Downs Syndrome,



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Dyslexia awareness, Numicon, Language for Learning, Communicate in Print, Pupil Premium and Sensory Awareness/ASD.

She attends regular Countywide SEN updates/SENCo Forums and Community of Schools meetings. She works closely with outside agencies e.g. Speech and Language Therapists, School Nurse and Specialist Teaching Service.

Mrs Freeman is available on telephone numbers 01732 843667/01732 840955 or e-mail senco@flourishfederation.kent.sch.uk. She is in school on Monday to Friday. Please book an appointment through either school office.

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

Teachers and teaching assistants across the Flourish Federation have had the following awareness training:

Team Teach (Positive Handling Strategies)
Portage Checklist
Engagement Model
Behaviour Management
Safeguarding Children
E- Safety
Autistic Spectrum Disorder (ASD)
Emotional Literacy
Sensory Circuits
Numicon
Basic First Aid
Hearing Impairment
BEAM
Speech and Language
Challenging Behaviour
Lego Therapy
Dyscalculia
Dyslexia

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: Nexus Special School, Five Acre Wood Special School, Bower Grove Special School, Grange Park School, Speech and Language Therapists, Occupational Therapist, Physiotherapist, School Nursing Service. 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



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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 Brookfield Infant and Junior schools are invited to 2 parent meetings per year. They can discuss the progress of their children formally on 2 occasions a year and receive a written report at the end of each academic year. The SENCo is available to discuss specific SEN issues. In addition, we are happy to arrange meetings outside of 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 class Provision Map. The nature of the provision 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 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 provision plan meetings 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

At Brookfield Infant and Junior schools, 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. In the Infant School all pupils have curricular targets in Maths and Literacy and these are displayed in their books and reviewed with them regularly. A visual marking scheme helps pupils to understand their progress against the learning intention and is often interactive. At both schools, we aim to include pupil voice in our evaluation of interventions. 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.



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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 Brookfield Infant and Junior Schools are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher first. They may then talk to a subject leader e.g. for literacy, SENCO, member of the Senior Leadership Team or Head Teachers to try and 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 contacted e.g. Information Advice and Support Kent (Helpline 03000 41 3000). 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 Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

The governing body ensure that the schools engage with the following bodies:-

- Community of Schools meetings to access advice and link specialists.
- Access to local authority's service level agreement with Speech and Language Therapy Services /Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from the Psychology, Communication and Assistive Technology Teams, etc.
- Membership of professional networks for SENCO e.g. SENCo Forum.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice.
- Membership of professional networks for SENCO eg. SENCO forum, NASEN etc
- Access to children's social services for advice and referrals



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- Access via the Early Help notification system to services for families such as Project Salus.

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 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:** iask@kent.gov.uk
- <http://www.kent.gov.uk/iask>
- M4S – Maidstone Special Needs Support Service
- 01622-764566
- www.m4s.org.uk
- The SENCo has more information about support for specific needs e.g. The Autistic Trust.

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 Brookfield Infant 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 process as seamless as possible. Pupils are visited in their pre-school setting by the Foundation Stage teachers or the SENCo for those pupils identified as having special educational needs. Transition meetings are arranged for the most vulnerable pupils and a Transition Action Plan is formulated by and shared with the parents and professionals involved with the child. Liaison continues with specialist teachers, health professionals etc., after the child has entered school to ensure continuity of provision.

We also contribute information to a pupils' onward destination by providing information to the next setting. For pupils transferring to Brookfield Junior School, staff members visit pupils in their Year 2 classes and liaise with our staff to ensure continuity of provision. Pupil academic records, Pupil profiles, SEN records and Provision Maps are passed to Brookfield Junior School. A Transition Action Plan for vulnerable pupils is formulated and shared with all relevant staff. For pupils in Year 2 with an EHCP, staff from the receiving school may be invited to the annual review.

At Brookfield Junior School, for transition to Secondary school, the SENCo shares relevant information with staff at the new setting. This usually happens during a face



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to face meeting wherever possible. Secondary school staff are invited to attend annual review meetings in year 6 for children who have an Education, Health and Care Plan. The SENCo may also attend transition meetings with secondary staff and parents.

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-local-offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.