

# Warden House Primary School

## Special Educational Needs & Disability Policy



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# SEN & Disability Policy/SEN Information Report

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 the following school policies which are available on request from the school office.

Behaviour Policy; Equalities Policy; Safeguarding Policy; Child Protection Policy; Homework Policy; Positive Handling Policy; Complaints Policy; Health and Safety Policy.

This policy was developed with parents, school staff and the Governing body and 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:

- (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)*

## What are the Warden House 5 "I"s?

The 5 I's give the school a format for thinking about a child's learning and the process of putting the correct support in place, as always the child's needs and wishes are central to the work.

**Issue** – *Learning has become more difficult*, identification of a learning concern, usually by Class Teacher, Teaching Assistant and parent.

**Inquiry** – *Time to investigate* why the pupil is experiencing difficulties and what we can do to support and improve.

Examples of some questions:

*Why has learning slowed?*

*What part of the lessons/school day are difficult?*

*What learning has been missed?*

*How is the pupil feeling about their learning?*

*How are parents/carers feeling about their child's learning?*

*What provisions/resources might support this child?*

*How will we implement provisions/resources to ensure the best chance of success?*

**Intervention** – *Putting the help in place*, supporting strategies to be tried and monitored for the pupil. This could be additional learning opportunities, for example 1:1 support or specific learning programme and/or physical resources, for example desk screens, ear defenders.

**Innovation** – *Is this right for the pupil?* Are the provisions working so far or do we need to try something new? Does the provision in place look like it is a good match for the child or can we alter anything to improve the delivery and outcomes?

**Impact** – *Has it worked?* Review of provision by comparing start/end data by Class Teacher and SENCO.

Possible outcomes:

The provision worked and no further intervention is required

The provision has supported progress and will continue

The provision did not have the expected outcomes and will need to be reviewed.

## What types of Special Educational Needs are provided for at Warden House Primary School?

At Warden House Primary School we can make provision for every kind of frequently occurring special educational need. Some types of SEN require additional input of either over learning, resources, or a programme of intervention; however this is managed in line

with the type of need, the child's targets and the current curriculum learning that is being undertaken at this time.

The four broad areas of identified special educational need as described in the Code of Practice 2014 are:

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health Difficulties  
Sensory and/or Physical Needs

The following list shows examples of areas of difficulty that are either currently supported in our school, have been in the past or we would expect to see at some point and alongside specialist support we would be able to fully include in our setting.

### **Types of Special Need**

**Attention Deficit Disorder (ADD)/ Attention Hyperactivity Disorder (ADHD)**  
**Anxiety Disorder**  
**Autistic Spectrum Condition (ASC)**  
**Cerebral Palsy**  
**Developmental Coordination Difficulty (DCD)**  
**Dyscalculia**  
**Dyspraxia**  
**Dyslexia**  
**Foetal Alcohol Syndrome**  
**Hearing Impairment**  
**Obsessive Compulsive Disorder (OCD)**  
**Oppositional Defiant Disorder (ODD)**  
**Speech and Language**  
**Sensory Processing Disorder**

There are other kinds of special educational need which do not occur as frequently, but we can access training and advice so that these kinds of needs can be met.

A child who has any of the above needs might not necessarily have Special Educational Needs; however, the school continually monitors progress, tracking educational provision, ensuring that it is fully inclusive and that all pupils meet their full potential.

Education, Health and Care Plans do not discriminate against or disadvantage disabled children or those with special educational needs. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority

### **How does Warden House Primary School identify and assess pupils with SEN?**

At Warden House Primary School we monitor the progress of all pupils regularly to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, speech link, language link, spelling age, reading age, Language for Learning, Cognitive abilities, PUMA and PIRA assessments, SATS and O-Track. We also have access to external advisors who are able to use their own specialised assessment tools.

Class Teachers are best placed within a school environment to recognise a child who has Special Educational Needs. All pupils' progress and learning outcomes are monitored by the Class Teacher and identification of difficulties are immediately provided for. A discussion regarding a pupil's progress will be had and outcomes agreed. Firstly, we will consider implementing different strategies as part of Quality First Teaching – are there any further resources or support that could be trialled and monitored to assess impact?

Where progress is not sufficient, even if special educational need has not been identified, we put in place additional support to enable the pupil to catch up. This is implemented and monitored by the Class Teacher. All additional provision is recorded on the whole class provision map and parents are notified about the support their child is receiving. This may happen via a letter, parents evening or an additional meeting scheduled by the SENCo or Class Teacher. Examples of additional support are clever hands, Fizzy programme, sensory circuits, social skills, emotional regulation, phonics, reading, writing and maths catch up.

In some instances, it may be necessary to administer specific assessments that support identification of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. These are done on an individual basis. From these assessments, planned support will be put in place for the child and agreed targets will be set. This is implemented and managed by the Class Teacher.

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. It is important to remember that many pupils will require additional support at some point in their education and this does not necessarily mean they have SEN. All targeted support put in place by the school is monitored and helps to build a full picture of a child's learning journey.

Some pupils may continue to make insufficient progress, despite good quality first teaching strategies and additional support targeted at their areas of weakness. If this is the case, it might be agreed that the pupil has an identified SEN and needs to be placed on the school's SEN register and identified as SEN support.

Where necessary, depending on individual circumstances and in consultation with parents, it may be that the nature of the difficulty that the pupil is experiencing might warrant an immediate referral to ensure that specialist support or assessments are accessed. In other cases, the outcomes of the in-school assessments might necessitate immediate referral.

**Examples of possible referrals:**

Speech and Language

School Nurse/General Practitioner (GP)

Occupational Therapy Referral

LIFT –further access to Specialist Teaching Service support and Out Reach from Specialist Schools

Paediatrician

Educational Psychologist

Early Help

CHYMPS (Children and Young People's Mental Health Service)

The purpose of identification is to work out what action the school needs to take.

Once a pupil is identified as needing SEN support an SEN support plan is established which is reviewed regularly, and refined / revised if necessary. The support provided consists of a four part process; assess, plan, do and review. This is known as the graduated approach

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 and will be removed from the SEN register. Parents will be notified when identification of SEN is changed.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the identified pupil, the child has not made expected progress the school or parents should consider requesting an Educational, Health and Care needs assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

### **How does Warden House Primary School make provision for pupils with SEN?**

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. At Warden House Primary School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. 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)*

In School the quality of teaching is judged to be outstanding.

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

Provision and support for pupils at Warden House Primary School is tailored specifically to ensure that pupil's needs are met on an individual basis and support is targeted clearly. Pupils are set targets that whilst challenging, are also achievable and measurable. Work is designed and differentiated carefully to ensure that pupils can work towards achieving these targets using the best resources and incorporating the learning approaches that suits them best. 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.

Much of the support given is done within class or a small group and fully includes all children in learning and whole class activities. Provision is sensitively managed and considered, to ensure pupils well-being and inclusion at all times; however, some provision requires 1:1 work to ensure full engagement and management of the provision – for example speech and language work.

Examples of additional provision that might be seen at Warden House Primary School are:

- Language support in small groups
- Over learning of key skills (e.g. phonics)
- FIZZY (Gross Motor skill development)
- Clever Hands (Fine Motor Skill development)

- Dyslexia Support (visual perceptual skills)
- Sensory Circuits (Increasing alertness and readiness to learn)
- Maths support
- Writing support
- Reading support

Examples of practical resources that might be seen at Warden House Primary School are:

- Visual support in class (e.g. visual timetables, writing frames)
- Alternative recording methods (lap tops)
- Support for memory skills (Voice recorders/sound buttons)
- Seating aids (cushions)
- Writing supports (desk slopes, pencil grips)
- Language through Colour

**Pupils who access taught provision and/or practical resources may not necessarily be identified as having SEN.**

### **What is the Pupil-Centred approach?**

Your child is central to all thinking around their education and well-being. Warden House School ensures that all additional provision and support is tailored to your child as an individual. This does not mean that they will be working on an individual basis for support as this can be detrimental to well-being and educational progress.

It does mean that your child's views and needs will be taken into consideration and the Class Teacher is responsible for ensuring your child has a 'voice' in their learning and provision. At the end of each term the lead adult working with your child will have an informal 'chat' to see how they feel they have done and to discuss their next targets. This will be done in an age appropriate manner.

At all times your child will be praised and have their strengths and achievements highlighted to them.

### **What are Personalised Plans and Pupil Passports?**

**Personalised plans** detail all the provision your child will receive in order to meet their end of Key Stage Outcomes. These will be reviewed 3 times a year and discussed with you at your parent meetings.

At Warden House School we understand that children's learning changes frequently and consequently the provision will need to change in order to best meet their needs at this specific time. Personalised Plans are working documents and subject to updates as and when necessary. You will receive a copy of your child's updated plan 3x per year once the meetings and updates have been completed.

(Please note: if you child has a current EHCP they will have a Provision Plan)

**Pupil Passports** ensure that pupil views are collated and a holistic understanding of your child's learning needs along with their achievements, aspirations and important information to them are recorded. An adult, who works closely with your child, will help them fill the passport in and they will be discussed with you at Parents Evening in Term 6.

These informal records ensure that your child has a chance to understand how important their views are and how this additional information can help adults support them further. They are updated 1 x a year and annotated if necessary.

## **How does Warden House Primary know if provision for pupils with SEN is working?**

All targets set within taught provision are limited by a time frame of 6 weeks (or termly). Class teachers have the responsibility to ensure that the provision is set, appropriate for the pupils and for monitoring of the outcomes. At the end of each term, the provision is assessed and reviewed by the class teachers and this data is given to the SENCO who monitors the effectiveness of the provision. If the expected progress is not evidenced, the support is reviewed, altered as required or changed.

Evidence of the support a pupil has received is logged either via our provision maps or on their Personalised Plans on a termly cycle, and these are used should a referral be required for further support. If the provision has been set by an Outside Agency and targets given to the school to work on, the Outside Agency and the school have joint responsibility for checking on progress and reviewing provision. This is done within their review cycle; however, the provision is continuously monitored within school and we will call for earlier review and support should we feel that there are concerns regarding the provision set.

## **How does Warden House Primary teach pupils with SEN?**

All pupils learn differently and have strengths and weaknesses. At Warden House Primary School we strongly believe that emphasis should be on the strengths of a pupil and we use this knowledge to provide timely and sensitive support when needed.

For example:

Pupil A loves doing and making and can always remember what work has been completed. In contrast when learning his sounds they are not retained and frustration and lack of progress is evident. His Class Teacher has recognised this and has ensured that his phonics learning is practically based, from making letter shapes with different resources e.g. pipe cleaners, to writing in a variety of ways e.g. chalk. Pupil A has found it easier to remember his phonics and has recognised his own style of learning.

Pupil B finds it difficult to listen and retain information and is consequently struggling to finish her work and remember tasks set. Pupil B is very good at visual work e.g. drawing and retelling stories from pictures. Her Class Teacher provides Pupil B with a visual support for her work with the small steps clearly indicated for her to follow until the task is complete. If Pupil B forgets where she is she can return to her visual support which clearly identifies her next step. Pupil B is now finishing work with increasing independence and learning to self-manage her tasks visually.

Pupil support is assessed and managed on an individual basis and what works for one pupil may not be right for the next, even if they present with similar difficulties. Class teachers will try different styles of support for pupils, continuously measuring impact and pupil's well-being on a lesson by lesson basis. At Warden House provision for pupils, whether by taught sessions or physical resources, is flexible and will often be reviewed or altered midterm as the individual child requires.

## **How does Warden House Primary ensure that Pupils with SEN are engaged in all activities at school?**

All pupils are fully included within all activities throughout the day and after school. At some points in the day your child may receive group support or individual work, and this is monitored closely. Every lesson and activity (e.g. PE) can be differentiated to support all pupils in a variety of ways from equipment to sensitive use of adult support when and where necessary.

### **Learning needs or physical difficulties are never an obstacle to a pupil's attendance at additional activities and all adjustments will be made to ensure that all school activities are fully inclusive.**

This is highlighted in the school's Accessibility Policy, which supported by the Disability Discrimination Act (1995) as amended by the SENDA (2001).

*'From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils and their admissions and exclusions, education and associated services'.*

Schools and Academies must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment duty')

## **What support is available for the social, emotional and mental development of pupils with SEN?**

The social, emotional and mental health development of your child will be monitored by the Class Teacher on a daily basis, through observation. It is especially vital that parents and school work closely when supporting pupils. Warden House Primary School encourages parents to access support and pass on information quickly.

When there are on-going areas of concern the school will run a Boxhall Screen which will look at all elements of a child's well-being and allow us to target key areas swiftly and with the biggest impact.

Support is also provided by our Family Liaison Officer, Rebecca Brady, who will be able to support families in addition to talking to pupils in a 1:1 situation. In addition, we also run a Rainbow Club at lunch time; have playground buddies and social skill groups for pupils who need support.

Access to these supportive strategies does not necessarily mean that your child will be entered on the SEN register; however, their progress will be monitored by all adults.

## **How does Warden House Primary school help pupils with SEN manage transitions?**

### **YEAR GROUP TRANSITION**

Some pupils find the transition between year groups very stressful and the thought of leaving their classroom and supporting adults can result in raised anxiety levels. At Warden House we ensure that all information about pupil's previous support and background is known to the next members of staff and the appropriate support is in place ready for their New Year group. As your child matures through the education system you will see that their provision will change in-line with their current presentation so the support from one year to the next might be different. Pupils who are identified as vulnerable will have additional time with their new adults and in the classroom, and an information booklet will be provided to the family so you can read this with your child over the Summer Holidays and help to prepare them for the transition in September. Pupil voice is passed to the next Class Teacher by Pupil Passports (please see relevant section).

### **PRE-SCHOOL TRANSITION**

Warden House has very close links with all nurseries within the locality and comprehensive support for transition is in place for all of our pre-school pupils. If your child is identified as requiring support with transition and/or their additional needs we will offer additional visits and will attend meetings with the pre-school setting, yourselves and any outside agencies involved. When you are looking at selecting a primary school place for your child and you have concerns about pre-existing conditions or feel that additional support will need to be either continued or put in place, please contact the SENCo who will arrange a meeting to discuss this in more detail.

### **SECONDARY TRANSITION**

All pupils partake in a thorough transition to secondary school within class time, through discussion and visits. The Class Teachers and SENCO, where necessary, will talk to the adults who will support your child in the Secondary School Placement and all paperwork will be provided and, where required, parents attend these transition meetings.

Some pupils who are highlighted as potentially being vulnerable with the transition to secondary school are invited to attend the SNAP Project (Secondary Not a Problem) which consists of 3 afternoons plus whole day transition.

In addition, the SENCO and Class teacher from Warden House will continue to liaise and support the Secondary School setting. If, when your child has left, their new school have concerns we will advise further.

Warden House runs a bespoke transition package for our highest need pupils, and is tailored individually to suit pupils, and the transition setting. This package could include: additional visits inside and outside of school hours, visual photos of the new school setting, teachers, etc. Support with transport e.g. a member of our school completing the journey with pupils prior to transition to ensure security, buddying/mentor programmes, and supporting the secondary placement with the knowledge of work completed and advice of further support to be given.

## **Who is the SENCO and who are the best people to talk to about my child's difficulties with learning/ special educational needs or disability (SEND)?**

### **The Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Pupil Progress targets/Provision map steps, and sharing and reviewing these with parents (at least three times yearly) and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Being a main point of contact for parents at end of day and through home contact books as appropriate.

### **The SENCO**

The SENCO at Warden House Primary School is Mrs Zoe Alldis, who is a qualified teacher and has completed the Postgraduate Certificate in SEN Co-ordination and the National Award for SEN Co-ordination.

Mrs Alldis is available on 01304 840 392 or can be contacted via email at [senco@aylesham.kent.sch.uk](mailto:senco@aylesham.kent.sch.uk). She is available Monday – Thursday.

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with SEND
- Ensuring that you are i) involved in supporting your child's learning  
ii) kept informed about the support your child is getting  
iii) Involved in reviewing how they are doing
- Liaising with external specialists that may advise on specific programmes for your child or offer staff training e.g. Speech and Language Therapy, Educational Psychology, School nursing services, Outreach support from Specialist Teaching Services etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and ensuring records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Writing individual care plans for specific conditions and putting safeguards in place for your child's welfare.
- Planning for transition in your child's education between key stages and schools.

## **The Head teacher – Mr Rob Hackett**

Responsible for:

- The day to day management of all aspects of the school, including the provision made for children with SEND, and the arrangements for medicines and healthcare plans.
- Ensuring that your child's needs are met through appointment of qualified staff within the school including the qualified Special Education Needs Co-ordinator.
- Updating the Governing Body about issues relating to SEND.

## **The SEND Governor – Mrs Ann Taylor Williams**

Responsible for:

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

## **Are the staff trained in SEN?**

All staff are trained in recognising SEN and the procedures involved in monitoring provision and assessing impact. As a staff we receive training, sometimes as a whole school or off site courses. Class teachers often have their own areas of specialism for example ASD or Dyslexia and via training become best positioned to support across the school.

Where a training need is identified, we will either use internal expertise or find a provider who is able to deliver it. Training providers we can approach are Specialist schools, Kent Educational Psychology Service, Speech and language therapists, Occupational Therapists, dyslexia specialists. The cost of training is covered by the notional SEN funding.

## **How does Warden House Primary School get the equipment and make sure that the facilities are correct for a pupil with SEN?**

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. Some resources are accessed via the SENCO who along with the Class Teacher has identified an area where an additional resource might be supportive (for example a voice recorder or desk screen). In other instances Outside Agencies will provide us with the details of equipment that we need to access and the school will provide this. Often these can be quite specialist resources or occasionally a recommendation for a specific pupil that will actually support many.

If a pupil requires a high level of support/equipment, in addition to the budget allocation, an application can be made for High Needs Funding to ensure that all the support required can be in place for that pupil. 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.

## **How are parents consulted if there are concerns about their child?**

Parental involvement is identified as having the biggest impact on your child's learning and well-being which is why at Warden House School we believe that your support is vital. You will be made aware of your child's learning journey via their Class Teacher either by an informal meeting or through a more detailed discussion at Parents Evening. If there is a specific concern, or your child is already supported by an Outside Agency you might be contacted directly by the SENCO.

All parents of pupils at Warden House School are invited to discuss the progress of their children on 3 formal occasions a year and receive a written report once 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 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. If your child is entered on the SEN register as SEN support, the parent will be invited to all planning and reviews of this provision. Two of these reviews will happen during parents evening with the class teacher. Parents will be invited to attend a 3<sup>rd</sup> review meeting at the end of the academic year with their current Class teacher, new class teacher (where possible) and SENCO.

In addition to this, parents of pupils with a Education, Health and Care Plan will be invited to contribute to and attend review meetings throughout the year as well as annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **When will I speak to someone about my child's progress when they are on the SEN register?**

You will have 3 meetings a year with your child's Class Teacher to discuss your child's progress. All children have 2 parent meetings a year, however, if your child is entered on to our SEN register you will have an additional third meeting in Term 6.

At the Parent's Evenings you will be offered additional time, as part of your appointment, ensuring you have a good understanding of the additional support and outcomes for your child.

You may also be asked to attend additional meetings with outside agencies should they be involved in supporting your child. These will be requested by the agency concerned and they will usually liaise with the school and family to make an appointment.

## **How can parents consult with the school if they have any problems or queries?**

The initial contact for concerns should be via your child's Class Teacher. This is best achieved in a pre-arranged meeting.

In other instances, you can contact the school office to arrange a meeting with the SENCO, FLO, Deputy Head and Head Teacher.

If queries cannot be answered immediately a meeting will be arranged in order to discuss concerns and decide on further action if required.

### **If I have a complaint what could I do?**

The normal arrangements for the treatment of complaints at Warden House Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Head teacher to resolve the issue before making the complaint formal 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. 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 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.

### **How are pupils with SEN able to express their views?**

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 will often happen through informal discussion with any adult who your child works with. Teachers have responsibility in understanding their pupil's needs and wishes and will take this into account throughout the school day.

At the end of any provision, your child will be asked how they thought they did and what they would like their next steps to be. This is done on an informal basis and is part of the quality first teaching in the classroom.

### **How can parents support their child who has SEN?**

Parental support is the key to helping raise the attainment of your child and it is vital that Warden House School and parents work together. A consistent approach to learning and support via home and school is essential in allowing a child to feel secure in their learning. The following are some bullet points for key support a parent can offer:

**Communication:** Talk to your child's class teacher whenever you have a concern or query. This can be arranged directly with the Class Teacher or by phoning the school office (01304 375 040).

**Attend Meetings:** There are a variety of meeting times across the year for example parents evenings, however there might also be additional meetings that occur should your child be supported by an outside agency. These might be to gain information from school or home, discuss support being offered by the agency, arranging educational targets, or making a next steps plan. All of these areas will be much more successful with your input.

**Inform the school of Appointments:** If you receive any letters arranging appointments for assessments or appointments outside of school hours, please inform the school office (so

that your child's absence can be registered as authorised), and their Class Teacher or the SENCO. We can use this information to ensure that any referrals have been received and processed. In addition we know to expect reports and information from your child's appointments. Sometimes the reports might only be sent to the parents, if you feel that there is information that the school needs to know please inform the school and we can arrange a time to discuss any results or information that you may have. In addition you can directly ask for appropriate correspondence to be cc'd to the school when at your appointments.

**Read at Home:** This is a vital element of a child's learning and it has been evidenced that children who read regularly at home make more progress in school. If you would like additional support with completing this please let the school know.

**Complete Homework:** As with reading, homework is a vital part of your child's education and is used to reinforce their learning at school. All pupils will need to be encouraged to complete homework and a quiet time without distractions is essential in supporting them to complete their tasks. You can sit with your child and ask them to talk about what they have to do; they will enjoy 'teaching' you. If your child finds a piece of homework particularly difficult please inform your child's Class Teacher as they can then ensure that this is revisited in class. Homework can be differentiated by task, or expectations to suit the individual pupils learning style and ability.

### **Who else could be involved with supporting us?**

**Governing Body** – has ultimate responsibility in ensuring that SEN provision is provided for pupils at Warden House Primary School  
Our SEN Governor – Mrs Ann Taylor Williams (please ring the school office 01304 375 040)

**Health** – Any NHS specialist support (e.g. Speech and Language, Paediatrician, Occupational Health) some services can be accessed via a direct referral from schools others need to be referred by health usually GP.

**Doctor/GP** – Your GP can refer to all NHS departments (e.g. Speech and Language).

**Early Help and Preventative Services** – Supports families and in turn pupils in providing help both in school and in the home for social and emotional needs. This can be accessed via our Family Liaison Officer – Carole Bourne.

**Parent Information, Advice and Support (IASK)**– Parental/carer support that provides an impartial service creating good liaison between parents/carers and schools.

Contact details:

**Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

**Fax:** 01622 671198

**Children's Services** – Our school will work in partnership with Children's Services ensuring that families and pupils are fully supported and have their needs met in a sensitive and timely manner.

**Local Authority** – Are responsible for ensuring that they provide details of how information, advice and support related to SEN and disabilities can be accessed and resourced. This is identified in the Local Offer published on the [kent.gov.uk](http://kent.gov.uk) website. The Local Authority are required to provide information to parents regarding *'the provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled including those who do not have Education, Health Care Plan (EHCP)'*

### **Where can I find the Local Authorities offer?**

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

### **Are there any other support services that could help?**

National Network of Parent Carer Forums: [www.nnpf.org.uk](http://www.nnpf.org.uk)  
Early Support Programme: <http://tinyurl.com/ESprogramme>  
Family Information Services: <http://www.daycaretrust.org.uk/nafis>  
National Parent Partnership Network – guidance on impartial information, advice and support: <http://tinyurl.com/IASS-guidance>  
Patient Advice and Liaison Service (PALS): <http://tinyurl.com/PALservice>  
Autism Education Trust: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)  
Bullying guidance: <http://tinyurl.com/DfE-Bullying-Guidance>  
Communication Trust: [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)  
Dyslexia SpLD Trust: [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)  
I CAN – the children's communications charity - <http://www.ican.org.uk>  
Mental Health and Behaviour Guidance: <http://tinyurl.com/MHB-2014>  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
National Sensory Impairment Partnership: [www.natsip.org.uk](http://www.natsip.org.uk)  
Picture Exchange Communication System: <http://www.pecs-unitedkingdom.com>

**If you would like further support in finding help from outside agencies please contact the school and we can help to identify groups/charities that might be of benefit.**

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