

**St James' C.E. Junior School**  
**Special Educational Needs and Disability Policy**  
**("SEND" Policy)**

Issued November 2014, revised November 2015, November 2016, March 2017 and March 2018

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

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

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

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

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

Equality Act 2010

Schools Admissions Code, DofE 1 Feb 2012

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

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

New Governance Handbook January 2017

This policy should be read in conjunction with our Single Equality Scheme.

This policy was developed following engagement with parents, carers, representatives from the governing body, teachers and teaching support staff and will be reviewed annually.

As a Christian school, inclusion is at the heart of everything we do.

**Definition of Special Educational Needs ("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 has a learning difficulty or disability 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. SEN Code of Practice (2015, p15-16)

## **Definition of Disability**

Many children who have SEN may also have a disability as defined 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition. SEN Code of Practice (2015, p16)

### **1 What SEN does our school make provision for?**

At St James' Junior School ("our school"), we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care ("EHC") plan (formerly called a statement of special educational needs). Examples of frequently occurring SEN include dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties, behaviour difficulties, emotional needs, physical and sensory needs, and visual and hearing impairments.

There are other kinds of SEN which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these needs can be met.

Our school currently meets the needs of pupils with an EHC plan with the following kinds of SEN: speech, language and communication needs, cognition and learning needs, social, emotional and mental health needs and sensory and physical needs.

Decisions on the admission of pupils with an EHC plan are made by the Local Authority.

The admission arrangements for pupils without an EHC plan do not discriminate against or disadvantage disabled children or those with SEN.

### **2 What is our school's policy for identifying and assessing pupils with SEN?**

We monitor the progress of all pupils three times a year to review their academic progress by using teacher assessments, observations, reviews of pupils' books and discussions between teachers and pupils. We also use a range of assessments with all the pupils at various points to assess their needs, using tools such as Language Link, phonics screening, spelling age and reading age, underpinned mainly by teacher assessments.

Where progress is not in line with expectations, even if SEN has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support include in-class support, differentiation from core class work, booster groups, phonics groups and appropriate intervention programmes.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. The SEN Code of Practice (2015, 6.17) describes inadequate progress as progress which:

- 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 the child and their peers;
- widens the attainment gap

For pupils continuing to make inadequate progress, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We are experienced in a wide range of assessment tools including Dyslexia Screening Test (Junior), Language Link, Sandwell Maths Test, York Assessment of Reading for Comprehension (YARC), Phonological Assessment Battery (PHAB), Test of Auditory Processing Skills (TAPS), Sound Progress and Language for Learning.

We also have access to external advisors who are able to use specialist assessments depending on need including specialist teaching, educational psychology, speech, language and communication needs ("SLCN"), occupational therapy and physiotherapy.

The purpose of a 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 provision plan, reviewed regularly and revised if necessary. At this point we will have identified that the pupil has SEN 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 SEN. If the pupil is able to maintain good progress without the additional and different resources, he or she will no longer be identified with SEN. When any change in SEN occurs, 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 What is our policy for making provision for pupils with SEN whether or not they have EHC plans?**

#### **3a How do we evaluate the effectiveness of our provision for such pupils?**

Each review of a pupil's provision plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

For pupils with an EHC 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. These annual evaluations of effectiveness will be collated and reported to the governing body.

#### **3b What are our arrangements for assessing and reviewing the progress of pupils with SEN?**

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with SEN will have more frequent assessments if appropriate. The assessments we use are referred to in section 2 above. If these assessments do not show adequate progress is being made, the provision plan will be reviewed and adjusted.

#### **3c What is our approach to teaching 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. We review regularly and carefully 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. The quality of teaching is judged to be good at our school.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice – see <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>. In meeting the Mainstream Core Standards, we employ some additional teaching approaches, as advised by internal and external assessments including one to one tutoring, precision teaching, mentoring, small group teaching, the use of ICT software learning packages, Lego therapy, Sensory Circuits.

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' (see 3e below).

### **3d How do we adapt the curriculum and learning environment for pupils with SEN?**

As stated above, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHC plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the governing body has made improvements recently as part of the school's accessibility planning by installing a lift, building a ramp at the school entrance, installing an additional accessible toilet in the new building, developing a new library and purchasing additional ICT resources such as designated iPads and Clicker 6.

### **3e What additional support for learning is available to pupils 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. A list of the type of interventions we can offer is set out in Appendix 1. In a very few cases, a very high level of resource is required and an application can be made for high needs funding. See <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools>

### **3f How do we enable pupils with SEN to engage in our school activities (including physical activities) together with children who do not have SEN?**

All clubs, trips and activities offered to pupils are available to pupils with SEN either with or without an EHC Plan. An individual risk assessment will be carried out using the school's usual risk assessment procedure for each trip. The school may use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. In some cases it may also be necessary to request that a parent attends to support their child on a school trip in order to ensure the safety of the child and other children on the visit.

### **3g What support is available for improving the emotional and social development of pupils with SEN?**

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 in Personal, Social and Health Education ("PSHE") lessons or during circle time. This is supported through the use of Lego therapy,

one to one mentoring, social stories, KarZouche and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we provide regular access to the Child and Adolescent Therapy and Talking Service (“CHATTs”), mentor time with a member of the senior leadership team, external referral to the Child and Adolescents Mental Health Service (CAMHS). We also arrange time-out space for pupils to use when upset or agitated and where appropriate, extend this support by arranging small groups to help develop social skills and friendships

Pupils still in the early stages of emotional and social development because of their SEN 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 Who is our Special Educational Needs Co-ordinator (“SENCO”)?**

Our SENCO is Penny Wardell, BSc (Hons) PGCE. Penny is a qualified teacher and has been a SENCO continuously since before 1 September 2009. She is therefore not required to undertake the National Award for SEN Co-ordination although she did complete a similar postgraduate qualification, Coordination for Inclusion, in 2006. Penny also completed a Postgraduate Certificate in Education in Cognition and Learning in 2015.

Penny is available on 01892 523006 or [senco@st-james-junior.kent.sch.uk](mailto:senco@st-james-junior.kent.sch.uk) Penny works across both St James' Infant and the Junior Schools as Assistant Headteacher and SENCO. She works at the Junior School on Mondays, Wednesdays and Fridays.

#### **5 What expertise and training do staff have in relation to children with SEN and how will specialist expertise will be secured?**

Regular staff training is provided to ensure staff have the knowledge and resources to support SEND pupils. Additional awareness training is provided to teachers and teaching assistants when appropriate and enhanced training in specialist interventions is organised as required. All teachers and teaching assistants have had the following training: Attachment Training, Child Protection, Clicker 6, Reciprocal Reading, Autism Spectrum Disorder, Provision Mapping and Leuven (well-being).

Where a training need is identified that we are not able to deliver, we will find a provider who is able to deliver it. Training providers we can approach include Broomhill Bank School, Oakley School, Kent Specialist Teaching Service, Kent Educational Psychology Service, speech and language therapists, occupational therapists, physiotherapists and dyslexia specialists. The cost of training is covered by the notional SEN funding detailed in section 3e above.

## **6 How do we secure equipment and facilities to support children with SEN?**

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, we will seek the advice of the Kent County Council (“KCC”) Communication and Assistive Technology team.

## **7 What arrangements do we make for consulting parents of children with SEN about, and involving them in, their education?**

All parents of pupils at our school are invited to discuss the progress of their children on three occasions a year and receive a written report once a 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 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. The provision in place will be shared with parents three times a year through consultations and reports.

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, should special educational provision be made, the pupil may be identified as having SEN and the parent will be invited to 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 EHC Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **8 What arrangements do we make for consulting children with SEN about, and involving them in, their education?**

When a pupil has been identified as having SEN, the pupil will be consulted and involved in the arrangements made for them.

## **9 What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school?**

We encourage parents to discuss their concerns with firstly with the class teacher, then the SENCO and if necessary the Head Teacher so that the issue can be resolved. If parents do not feel that the

issue has been resolved after these discussions, they can make a formal complaint to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the Special Educational Needs and Disability Tribunal, 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 EHC 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 does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?**

The governing body have engaged with the following bodies:-

- The Local Inclusion Forum Team (“LIFT”) for access to specialist teaching and learning service
- A Service Level Agreement with the Educational Psychology service
- 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 the Communication and Assistive Technology Team
- Membership of professional networks for SENCO
- SENCO Local Collaboration Group
- Community Paediatrics
- School Nurse

**11 What are the contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

IASK (formerly Kent Parent Partnership Service) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with SEN 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 (Monday – Friday 9am – 5am) Office: 03000 412412 Fax: 01622 671198

**12 What are our arrangements for supporting pupils with SEN in transferring between phases of education?**

We work closely with the schools attended by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We hold transition meetings with the Infant School prior to Infant to Junior transition, involving parents and external professions as appropriate. We also have meetings with individual secondary schools for transition for children with SEN to ensure as smooth a transition as possible.

**13 Where is the local authority's local offer published?**

The local authority's local offer is published at <http://www.kent.gov.uk/education-and-children/special-educational-needs>

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

Approved by the Governing Body on 23 May 2018.

Next review on: Spring 2019 or sooner if required

## **Appendix to Special Educational Needs & Disability Policy**

### **Examples of Interventions offered at our school**

#### **For speech, language and communication needs**

Language for Learning

Language Link

Lego therapy

#### **For cognition and learning needs**

One to One reading

Writing support

Phonics groups

Literacy boosters

Comprehension groups

Numeracy groups

Extension maths

Number boosters

Clicker 7 and Clicker apps

Touch Type Read and Spell

Power of 2 maths and other associated tools

RM maths

Numicon

Probe sheets

#### **For social, emotional and mental health needs**

Lego therapy

Use of Family Liaison Officer

Play Therapy

Forward Thinking social skills group

#### **For sensory and physical needs**

Clever Fingers

Sensory Circuits

Should any further information be required, please contact the SENCO at the school.