

# St James' C.E. (Aided) Primary School

## Special Educational Needs and Disability (SEND) Policy and Information Report



Issued November 2014, revised annually. Latest revision November 2023

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

Children and Families Act 2014

Section 35 and Section 66

SEN and Disability 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 October 2020

### **This policy should be read in conjunction with the following school policies:**

Behaviour Policy, Child Protection Policy, Homework Policy, Complaints Policy, Supporting Pupils with Medical Conditions Policy and Equality Objectives and Information statement.

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 (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 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)

### **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 Areas of SEND we provide for**

At St James' CE Primary School ("our school"), we can make provision for every kind of frequently occurring special educational need with or without a formal diagnosis of need or Education, Health and Care Plan (EHCP). There are four main areas of need that are set out in the Code of Practice 2015 which are listed below.

- Communication and Interaction – including Speech Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)
- Cognition and Learning – including Specific Learning Difficulties (SpLD) Dyslexia and Dyscalculia, and Moderate Learning Difficulties (MLD)
- Social Emotional and Mental Health – including Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, Mental Health Disorders

- Sensory and/or Physical Needs – including Sensory Processing Difficulties, Hearing Impairment (HI), Visual Impairment (VI) and Physical Disabilities (PD)

If a child needs support that is additional and or different to what is normally provided through Quality First Teaching, they will be identified as having SEND. The SEND register consists of 2 levels:

- SEN Support
- EHCP – these children have a higher level of SEN and have an individual education plan

Decisions on the admission of pupils with an EHCP are made by the Local Authority. The admission arrangements for children without an EHCP do not discriminate against or disadvantage disabled children or those with SEND.

## **2 Our policy for identifying and assessing children with SEND**

We monitor the progress of all children three times a year to review their academic progress. We use teacher tests and assessments, observations, reviews of children's books and discussions between teachers and children. We use in house assessments including Language Link for all Year R children, Star Reader assessments (Reading Age) from Year 2, Cognitive Ability Tests (CATs) in Year 5, Rising Stars Spelling Punctuation and Grammar tests (SPaG) and NFER maths tests.

We also carry out a range of Statutory assessments with all the children - Year R Baseline Assessments, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check, Year 6 Statutory Attainment Tests (SATs).

Where progress is not in line with expectations, even if SEN has not been identified, we put in place interventions to support the needs of the child. We may put the child on our SEN concern list for internal monitoring.

The interventions we offer include in-class support by the teacher or teaching assistant, regular reading, booster groups, phonics keep up or catch up groups and specific intervention programmes. These are listed in the Appendix at the end of this policy. These provisions are all recorded centrally on Edukey Provision Map software and monitored termly by the SEN team.

Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. 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 progress;
- widens the attainment gap

For children making inadequate progress, in consultation with parents, we may use a range of assessment tools to determine the cause of the learning difficulty. We use a wide range of assessment tools including Dyslexia Portfolio, Dyslexia Screening Test (DST), Language Link, Speech Link, Dyscalculia Assessment, British Picture Vocabulary Scale (BPVS), York Assessment of Reading for Comprehension (YARC), Phonological Assessment Battery (PhAB), Test of Auditory Processing Skills (TAPS), Wide Range Intelligence Test (WRIT) and Wechsler Individual Achievement Test (WIAT).

With parental consent, we access support with strategies from external advisors. These include the Kent Educational Psychology Service (KEPS), and Speech and Language Therapy Service (SALT). We can access the Specialist Teaching and Learning Service (STLS) by raising concerns at termly Local Inclusion Forum Team (LIFT) meetings. STLS may make observations of children, set targets and review them in consultation with the SEN team and class teacher. We can make referrals to NHS Children's Therapies (Speech and Language Therapy, Occupational Therapy, Physiotherapy), Community Paediatrics and Kent School Health team.

We also monitor needs in the area of Social Emotional and Mental Health (SEMH). If a child is displaying difficulties in this area we will discuss with parents and offer support.

If the child is able to make good progress using these additional and different resources, but would not be able to maintain this good progress without the support, we will move the child from the School Concern list onto the SEND register. When a child is put on the SEND Register parents will be notified. We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used.

### **3 Our policy for making provision for children with SEND with or without EHCPs**

#### **3a How we evaluate the effectiveness of our provision**

We review all provisions in place at least three times a year using the assessment information from teachers or intervention leaders to monitor whether adequate progress is being made, as well as observations of progress with social and communication skills. These reviews are recorded on Edukey Provision Map software.

Children with a higher level of need have a blue-topped provision plan which is reviewed 3 times a year in consultation with class teacher and teaching assistant and shared with parents for their information.

In addition to the provision plan reviews, all children with an EHC Plan (EHCP) will have an Annual Review to evaluate the progress made towards their outcomes during the year. A meeting will be held involving parents, class teacher and the child (where appropriate, considering the child's age and maturity). Any outside agencies supporting the child will also be invited to the meeting. Annual Review paperwork is completed and sent to the Kent SEN team and the EHCP is updated if there are significant changes reported or there is a change of Key Stage.

### **3b How we assess and review the progress of children with SEND**

Every child in the school has their progress tracked three times a year. Assessments are carried out across the school during Assessment Weeks to inform tracking data (December, March and July). In house and statutory assessments used are listed in section 2 above. Adaptations to assessment arrangements are made as part of normal everyday practice including rest breaks, use of a reader/scribe/laptop and extra time. We review progress of all pupils at termly Pupil Progress Meetings.

In addition to this, children with SEND will have more frequent informal 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.

Children working well below the expected level for their age may be assessed using an alternative assessment system called the BSquared Progression Steps.

The progress of children with Social Emotional and Mental Health difficulties is assessed through observation. We use assessment tools such as our own SEMH tracker, Strengths and Difficulties Questionnaires and the Boxall profile to monitor progress.

### **3c Our approach to teaching children with SEND**

At St James' we believe all teachers are teachers of SEND. Quality First Teaching, planned to meet the needs of all children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly monitor the quality of teaching for all children, including those at risk of underachievement and this informs training for staff. 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 [Special educational needs mainstream core standards - KELS!](#). The majority of teachers have received training use of on Mainstream Core Standards.

### **3d How we adapt the curriculum and learning environment for children with SEND**

As stated above, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for children with SEND. We do not require a pupil to have an externally identified need or diagnosis in order to access strategies and provision. We incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHC plans.

We have purchased additional ICT resources including designated SEN laptops for use in class and Clicker 8 software. We use Dyslexia-friendly fonts and interactive whiteboard backgrounds and use visual timetables in all the classrooms. We have sensory resources available to children including wedge cushions, ear defenders and weighted blankets. We also have individual workstations in classrooms for children to use.

We are constantly evaluating the physical environment to improve accessibility of our site for all. We have a care suite, three disabled toilets, handrails and ramps to the entrances of both school buildings, and a lift in the 2-storey building. See our Equality Objectives and Information Statement.

### **3e Additional resources for learning available to children with SEND**

As part of our budget, we receive ‘notional SEND funding’ which is informed by the census. 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 children 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 few cases, a very high level of resource is required and an application can be made for High Needs Funding.

For more information see: [High Needs Funding](#)

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

All clubs, trips and activities offered to children are available to children with SEND either with or without an EHC Plan as stated in the Equality Act 2010. Some children with SEND benefit from having visuals including photos and an itinerary shared before a school trip so that they know what to expect. An individual risk assessment will be carried out for particular children and saved on the Evolve website for each trip. We may provide additional adult support to enable the safe participation of the pupil in the activity. In exceptional circumstances, it may be necessary to adjust the plan and/or 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 Support available for improving the emotional and social development of children with SEND**

We enable all children to develop emotional resilience and social skills, both through direct teaching in Personal, Social and Health Education (PSHE) lessons and circle time and in other ways. All children have access to our Forest School during the year for a block of sessions with their class. There are also additional sessions available for children with SEND and/or wellbeing needs. The development of emotional resilience and social skills are also supported through the use of Lego Therapy, social stories, growth mindset and indirectly with every conversation adults at school have with the children throughout the day. Children are encouraged to share their concerns through use of the class Worry Monsters (EYFS & KS1) and Worry Boxes (KS2) which teachers check regularly.

For children requiring a higher level of support, we offer play therapy with a Fegans therapist, mentor time with a member of the senior leadership team or 'Time to Talk' with one of our teaching assistants. We also arrange time-out space for children to use when upset or agitated and where appropriate, extend this support by arranging small groups to help develop social skills and friendships. In addition, we have small groups running at lunchtimes to support more structured play.

Children still in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately.

## **4 Our Special Educational Needs Team**

The SEN Team consists of Penny Wardell, Marissa Noble and Jo Mill. Penny Wardell is our SENCO and Marissa Noble and Jo Mill are our Deputy SENCOs.

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 undertake a similar qualification, Coordination for Inclusion, in 2006. Penny also completed a Postgraduate Certificate in Education in Cognition and Learning in 2015. She works across the primary school on a full-time basis as Assistant Headteacher and SENCO.

Marissa Noble BA (Hons) PGCE. Marissa is a qualified teacher. She completed the National Award for SEN Co-ordination in June 2017. She also completed a Level 7 Postgraduate Certificate in Specific Learning Difficulties (Dyslexia) in June 2021. Marissa works in school on Wednesdays and Thursdays.

Jo Mill B.Ed. (Hons) is currently completing the NASENCO award through Middlesex University and will qualify in 2024. She is a qualified teacher and is also available to help with all SEN queries. Jo works in school on Mondays and Tuesdays.

The SEN team are available on 01892 523006 option 2 or [senco@st-james.kent.sch.uk](mailto:senco@st-james.kent.sch.uk)

Our SEND Governor is Judith Hamill. She can be contacted on [jhamill@st-james.kent.sch.uk](mailto:jhamill@st-james.kent.sch.uk)

## **5 Expertise and training staff have in relation to children with SEND and how we access this**

Regular in-house staff training is provided to ensure staff have the knowledge and resources to support children with SEND. Additional awareness training is provided to teachers and teaching assistants when appropriate and enhanced training in specialist interventions is organised as required. The majority of teachers have had the following training: Mainstream Core Standards, Dyslexia Awareness, Dyslexia Friendly Classrooms, Autism Spectrum Disorder, Provision Mapping and Metacognition.

Training providers we can approach include Specialist Teaching and Learning Service (STLS) at Broomhill Bank School, Oakley School Outreach, Kent Educational Psychology Service (KEPS) and Speech and Language Therapists.

## **6 How we secure equipment and facilities to support children with SEND**

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 Communication and Assistive Technology team.

## **7 How we consult parents of children with SEND about and involve them in their education**

All parents of children at our school are invited to discuss the progress of their children on two occasions a year (November and July) and receive a written report once a year in March. In addition,



we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all children may access some additional support as some point 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 using the Edukey Provision Map software. The provision in place will be shared with parents three times a year through consultations and reports.

Following this normal provision, if 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 will be identified as having SEND, and the parent will be given the opportunity to contribute to reviews of the progress and provision.

In addition to this, parents of children with an EHCP will be actively encouraged to contribute to, and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be shared with parents to ensure it is accessible.

## **8 How we consult children with SEND about and involve them in their education**

When a pupil has been identified as having SEND, the pupil will be consulted and involved in the arrangements made for them as appropriate to their age and maturity. Children in upper KS2 with an EHCP will be invited to attend part of the annual review meeting if appropriate.

## **9 Arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND concerning the provision made at the school**

We encourage parents to discuss their concerns firstly with the class teacher, then with Penny Wardell, SENCO and if necessary John Tutt, 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 Stephen Pollard, 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 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 children with SEND and in supporting the families of such children**

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 Kent Educational Psychology Service for 6 days per academic year
- A Service Level Agreement with the Speech and Language Therapy Service for 6 days per academic year
- A Service Level Agreement with Spurgeons Fegans counselling service for 2 days a week
- A Service Level Agreement with Happy Me Coaching for 1 day a week every other term.
- Access to Local Authority's Service Level Agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for children with requirements for direct therapy or advice
- Kent Community Paediatrics
- Kent Community Nursing Team
- Membership of professional SENCO networks including SENCO Forum

#### **11 Contact details of support services for the parents of children with SEND**

IASK (Information, Advice & Support Kent) 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

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

Website: <https://www.iask.org.uk>

Kent PACT (parents and carers together) is a forum for parents and carers of children with special educational needs and disabilities (SEND) with the aim to make sure services provided by education, health and care meet the standard and need for children with SEND and their families. Kent PACT is about empowering parent and carers and giving them the chance to have their voices heard.

Website: <https://kentpactnew2022.co.uk>

## **12 Arrangements for supporting children with SEND in transferring between phases of education**

For children with an EHCP we engage parents in discussions regarding secondary placement during the Year 5 Annual Review so that they are ready to make a choice at the beginning of Year 6. We are happy to support parents with visits to view secondary schools.

Our Year R teachers contact, and where possible, visit the feeder pre-schools, as well as offering a home visit for all the children joining our Reception classes. We work closely with the schools attended by children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Class teachers and/or the SENCO holds meetings with individual secondary schools and share information to support children with SEN to have as smooth a transition as possible. We attend transition afternoons set up by STLS where information about children with SEND is shared with SENCOs from preschools and secondary schools.

## **13 Kent Local Authority's Local Offer**

The SEND information hub, Kent's local offer is a website about all the services and support available for children with SEND from 0-25 and their families from the local area and outside the area published at <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access are welcome to contact a member of the SEN Team for support to gain the information they require.

This policy was approved by the Governing Body in November 2023.

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

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

#### Speech Language Communication and Interaction

- Language link for receptive language difficulties
- Speech Link for articulation and specific speech sound difficulties
- Talk Boost groups for receptive and expressive language development
- Lego Therapy to develop giving and receiving instructions.
- Social Stories often for children with social communication difficulties.

### Cognition and Learning

- Regular one to one reading
- Little Wandle Phonics catch up 7+ and SEND groups
- Subscription to Clicker 8, for school and home use. The children have access to their own laptop with relevant software loaded on.
- Visual Timetables evident in all classrooms.
- Visual aids for specific children in each classroom: Communication boards (provided by SALT), Now and Next boards. We use Widgit Communicate in Print to make visuals for these.
- Pre-teaching for new units/topics of learning.
- Power of 2 Maths interventions
- Books with coloured pages for classwork
- Coloured overlays

### Social, Emotional and Mental Health

- Time to Talk with a trained TA. Half hourly sessions for six children over two afternoons.
- ELSA trained Teaching Assistant
- Play therapist visiting twice weekly to work with individual children.
- Reading dog (Pets as Therapy) volunteer visits weekly and sees eight children per week.
- Volunteer counsellor who is working with Early Years children on a weekly basis.

### Physical and Sensory Development

- Fidget toys to self-select in every classroom.
- Clever Fingers boxes to develop fine motor skills.
- Wobble cushions, headphones, weighted cushions and blankets, pencil grips, ergonomic pencils, chew toys and writing slopes are available
- Sensory black out tent.

- Sensory Circuits three times per week before school for a growing group of children.
- Fine and gross motor development intervention (Jump Ahead/BEAM) to improve coordination and writing skills.
- Balance-ability in Reception to support Physical Development
- Our Forest School leaders provide additional sessions for children with SEMH and well-being needs