

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 2022

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 October 2020

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

Behaviour Policy, Equalities Policy, Child Protection Policy, Homework Policy, Complaints Policy, Supporting Pupils with Medical Conditions Policy.

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)

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 SEN we provide for

At St James' Primary School ("our school"), we can make provision for every kind of frequently occurring special educational need with or without an 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)

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

2 Our 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 tests and 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 by teacher or teaching assistant, inclusive planning, 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 progress;
- widens the attainment gap

For pupils continuing to make inadequate progress, and 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 Language for Learning Assessment.

With parental consent we access support with strategies from external advisors from the Specialist Teaching and Learning Service (STLS), Kent Educational Psychology Service (KEPS), and Speech and Language Therapy Service (SALT) through termly Local Inclusion Forum Team (LIFT) meetings. STLS may come into school and make observations of pupils, set targets and review them. We make referrals to NHS Children's Therapies (Speech and Language Therapy, Occupational Therapy, Physiotherapy) and Community Paediatrics.

At this point we will have identified that the pupil has SEN because the school is making special educational provision for them which is 'additional and different' to what is normally available, so they will be put on the school SEN register on SEN Support.

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, they 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 Our policy for making provision for pupils with SEND with or without EHCPs

3a How we evaluate the effectiveness of our provision

We review provision plans three times a year using the assessment information from teachers which will show whether adequate progress is being made, as well as observations of progress with social and communication skills.

For pupils with an EHC Plan, an Annual Review of the provision made for the child will enable an evaluation of the effectiveness of the special provision. A meeting will be held involving parents, class teacher and the pupil (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 pupils with SEN

Every pupil 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. Adaptations to assessment arrangements are made as part of normal everyday practice including rest breaks, use of a reader/scribe/laptop and extra time.

In addition to this, pupils with SEN 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.

3c Our approach to teaching pupils with SEN

Quality First Teaching, planned to meet the needs of all 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 regularly monitor the quality of teaching for all pupils, 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 <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.

3d How 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 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 make a number of sensory resources available to pupils who benefit from them including wedge cushions, ear defenders and weighted blankets. We also have individual workstations in classrooms for some pupils to use.

The physical environment at school has been made more accessible by the installation of a care suite, two disabled toilets, handrails and ramps to the entrances of both school buildings, and a lift in the 2-storey building.

3e Additional resources for learning 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 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 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 as stated in the Equality Act 2010. Some pupils with SEN 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 pupils 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 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 pupils with SEN

We enable all pupils 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 pupils have access to our Forest School during the year and there are additional sessions available for pupils 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 the adults at school have with pupils throughout the day. Pupils are encouraged to share their concerns through use of the class Worry Monsters (EYFS & KS1) and Worry Boxes (KS2) which teachers check regularly.

For pupils requiring a higher level of support, we offer play therapy with a Fegans therapist, ELSA time with our Emotional Literacy Support Assistant, 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 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.

4 Our Special Educational Needs Team

The SEN Team consists of Penny Wardell, Marissa Noble and Sarah Moriarty.

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 undertake a similar qualification,

Coordination for Inclusion, in 2006. Penny also completed a Postgraduate Certificate in Education in Cognition and Learning in 2015. Penny is also Assistant Headteacher.

Penny is available on 01892 523006 ext. 210 or senco@st-james.kent.sch.uk She works across the primary school on a full-time basis as Assistant Headteacher and SENCO.

Our Deputy SENCO is 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.

Penny and Marissa are currently supporting another local school with SENCO support one day a week.

Sarah Moriarty is SEN Assistant, and is also available to help with all SEN queries, she works in school on Mondays, Tuesdays and Wednesdays. Sarah is a trained Emotional Literacy Support Assistant (ELSA).

Our SEN Governor is Jess Austen.

5 Expertise and training staff have in relation to children with SEN and how we access this

Regular in-house staff training is provided to ensure staff have the knowledge and resources to support pupils with SEN. Additional awareness training is provided to teachers and teaching assistants when appropriate and enhanced training in specialist interventions is organised as required. Most teachers have had the following training: 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 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 Communication and Assistive Technology team.

7 How we consult parents of children with SEN about and involve 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 support 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 SEN and the parent will be given the opportunity to contribute to reviews of the progress and provision.

In addition to this, parents of pupils with an EHC Plan 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 SEN about and involve 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 as appropriate to their age and maturity. Pupils 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 pupils with SEN concerning the provision made at the school

We encourage parents to discuss their concerns firstly with the class teacher, then with 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 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 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 Kent Educational Psychology Service for 6 days per academic year
- A Service Level Agreement with the Speech and Language Therapy Service for 9 days per academic year
- A Service Level Agreement with Fegans counselling service for 2 days a week
- Access to Local Authority's Service Level Agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirements for direct therapy or advice
- Community Paediatrics
- Community Nursing Team

11 Contact details of support services for the parents of pupils with SEN

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

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 pupils with SEN in transferring between phases of education

For pupils 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 support parents with visits to view secondary schools.

We work closely with the schools attended by pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We hold meetings with individual secondary schools and share information to support children with SEN to have as smooth a transition as possible.

13 Kent Local Authority's Local Offer

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

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

This draft policy is awaiting approval by the Governing Body.

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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

Speech Link

Talk Boost

Lego therapy

For cognition and learning needs

Regular one to one reading

Writing editing support

Phonics groups

Literacy boosters

Comprehension groups

Numeracy groups

Clicker 8

Power of 2 maths

Numicon

Probe sheets

For social, emotional and mental health needs

Play therapy

Life and Soul 'Unlimited' programme

Time to talk

Emotional Literacy Support Sessions

For sensory and physical needs

Clever Fingers

Sensory Circuits

BEAM

Jump Ahead