

St John's Church of England Primary School



SEND & Disability Policy/SEN Information Report

*“For I know the plans I have for you,” declares the Lord,
“plans to prosper you and not to harm you, plans to give
you a hope and a future.” - Jeremiah 29:11*

Date agreed and ratified by Governing Body: January 2021

Date of next review: January 2022

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedure

Contents

Section	Subject	Page
1	Sources	3
2	Responsibilities for coordinating SEND Provision	3
3	Arrangements for coordinating SEND Provision	3
4	Aims of policy	4
5	The objectives of the policy	4
6	Definition of Special Educational Needs	5
7	Definition of Disability	5
8	Identifying special educational needs	5
9	Provision	6
10	Identification and assessment of pupils with SEN	7
11	A graduated approach to teaching pupils with SEN	9
12	Additional support available to pupils with SEN	10
13	Support for emotional and social development	10
14	Expertise and training of staff	11
15	Parental Involvement	11
16	Complaints procedure	12
17	Advice and support from external agencies	13
18	Transition	13
19	Local offer	14

1. Sources

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

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, 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; Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy

This policy was developed with parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

2. Responsibilities for Coordinating SEND Provision.

Policy Determination	Governors and Head Teacher
Establishment of appropriate staffing	Governors and Head Teacher
Monitoring work on SEN	Head Teacher
Day to day management	Head Teacher
Day to day operation	SENCO
Reporting on policy	Governors
Continuing professional development of staff	Head Teacher and SENCO

The SENCO at St John's is Miss K Minnett, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. Miss Minnett is available on 01227 462360. The nominated school Governor is Mrs E Smiley.

3. Arrangements for coordinating SEND Provision

The SENCO will hold details of all SEND records for individual pupils. St John's will ensure that all documents are kept in a locked area and confidentiality will be maintained at all times in line with GDPR.

All staff can access:

- St John's CE Primary School SEND and Disability Policy/SEN Information Report
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including case studies, targets and provision maps
- Practical advice, teaching strategies, and information about types of special education needs and disabilities
- Information through Kent's Local Offer

Every staff member has complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

4. Aims of the policy

- To describe how St John's will do its best to ensure that the necessary provision is made for any pupils with a special educational or additional need and ensure those needs are made known to all who are likely to work with them
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development and to involve parents/carers, pupils and others in developing a partnership of support, enabling them full confidence in the strategy adopted by the school
- To raise the expectation and aspirations for all pupils with SEND.

5. The objectives of the policy

- To work within the legislation and guidance provided in the SEND Code of Practice.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure a high level of staff expertise to meet pupil need, through targeted continuing professional development
- To identify, monitor and support all pupils who will need extra resources and/or teaching help as early as possible
- To develop and maintain partnerships and high levels of engagement with parents/carers. To work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This

includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress

- To ensure pupils with SEN have full access to the National Curriculum and extended school activities by making appropriate provision to overcome barriers to learning
- Through the monitoring of the progress of all pupils, the school will be able to swiftly identify pupils with a special or additional need. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential
- To ensure support for pupils with medical conditions and where possible full inclusion in all school activities in consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation with and have productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

6. 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 (2015, p 15)*

7. 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 (2015, p16)*

8. Identifying Special Educational Needs

We will provide special educational provision for pupils for whom this is required, that is 'additional and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

While the four categories above broadly identify aspects of primary areas of need for children and young people; at St John's, we also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child. These issues are not SEN but still have an impact on progress and attainment:

- Disability (see definition)
- Attendance and Punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a child in care
- Being a child of service personnel

9. Provision

At St John's, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, add/adhd, learning difficulties, attachment difficulties, physical impairment, sensory processing difficulties, social, emotional or mental health difficulties as well as some visual and hearing impairments. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with Education, Health and Care plans with the following kinds of special educational need:

- moderate hearing impairment,
- autism,
- autism using Applied Behavioural Analysis specialists and consultants
- adhd,
- speech, language and communication needs,

- social, emotional and mental health
- physical/medical 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.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

10. Identification and assessment of pupils with SEN

At St John's, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with pupils at various points, for example phonics screening, speech link, language link, spelling age, reading and comprehension age.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of the most commonly used interventions and how we monitor impact are shown in the table below.

Intervention	How we record impact
Active listening for active learning	Entry/Exit data
Attention Autism	Entry/Exit data
Clever Hands	Entry/Exit data
Counselling	SDQ's
Dyscalculia	Entry/Exit data
Emotional Literacy	SDQ's
English as an additional language	NASSEA – Entry/Exit data
Fizzy (fine and gross motor)	Entry/Exit data
Friends for life – emotional resilience	SDQ's
Identisplay	Entry/Exit data
Incredible 5 Point Scale	SDQ's
Joint Attention	Entry/Exit data
Intensive interaction	Entry/Exit data
Lego Therapy	SDQ's
Managing anger	SDQ's
Managing anxiety	SDQ's
Mini Me's in the Early Years	Entry/Exit data
Neli (Speech and Language in the Early Years)	Entry/Exit data
Phonics	Phonics screening tracking
Play Therapy	SDQ's
Precision teaching	Entry/Exit data
Reading support through Better Reading	Entry/Exit data

Partnership Programme	
Reading Recovery	Entry/Exit data
Sensory circuits	Sensory profile
Sensory diet	Sensory profile
Social Skills	SDQ's
Speech and language (expressive, receptive, speech sounds, social communication and vocabulary) and Reluctant speakers	Entry/Exit data
Turnabout	Entry/Exit data
Write from the start	Entry/Exit data

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, we will use a range of assessment tools to determine the cause of the learning difficulty. At St John's we are experienced in using the following assessment tools:

- Boxall Profile
- Wide Range Intelligence Test
- GL Dyslexia screener
- Sensory Checklist
- Language for learning
- Irlens
- Strengths and Difficulties Questionnaire

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. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

For those children whom the mainstream classroom is not appropriate to meet their complex needs, either with an Education, Health and Care plan, or those for whom

statutory assessment is on-going and necessary, at St John's we offer two SEN classes that replicate specialist provision. These classes have a higher than average adult to child ratio and are intervention led. Inclusion in these classes is at the schools discretion.

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be a review of the provision made for the child three times per academic year, which will enable an evaluation of the effectiveness of the special provision. The collation of all review evaluations of effectiveness will be reported to the governing body annually.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

11.A graduated approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At St John's we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In St John's the quality of teaching is judged to be good.

We follow the Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding'.

At St John's we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, St John's and the Governing body continually make the improvements as part of the school's accessibility planning. The Accessibility/Disability Equality Plan will be reviewed in March 2021.

12. Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that 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. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school known as High Needs Funding.

All clubs, trips and activities offered to pupils at St John's are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

13. Support that is available for improving the emotional and social development of pupils with special educational needs

At St John's 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, and indirectly with every conversation adults have with pupils throughout the day for example during toast time or circle time.

For some pupils with the most need for help in this area we also can provide the following:

- access to counsellor
- access to 1:1 play therapy
- Amazing Me emotional resilience sessions
- mentor time with member of senior leadership team
- external referral to CAHMs
- time-out space for pupil to use when upset or agitated
- calm down/self-soothing resources
- sensory diet
- targeted interventions of social skills, emotional literacy, anger or anxiety management

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

14. Expertise and training of staff

All teachers and teaching assistants have had the following awareness training in dyslexia, autism, attachment, social, emotional and mental health, add/adhd and speech, language and communication.

In addition, some teachers and teaching assistants have received the following enhanced and specialist training in selective Mutism, visual perception, depth perception, Irlens, auditory processing, visual processing, emotional literacy, Solihull approach, Makaton, PECS and sensory processing.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include, St Nicholas Special School, Valence Special School, Orchard Special School, Educational Psychologist, Speech and language therapist, physiotherapist and occupational therapist services.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

15. Parental involvement

All parents of pupils at St John's are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. For the families of children with special educational years, we offer three progress meetings plus one

written report per academic 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. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care 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.

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. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

16. Complaints procedure

The normal arrangements for the treatment of complaints at St John's are used for complaints about provision made for special educational needs. We encourage parents to follow our complain policy and discuss their concerns initially with the class teacher and SENCO to resolve the issue before contacting the Head teacher.

If the complaint is not resolved, a formal complaint should be made to the Chair of the governing body. Should this 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 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 a Statement of SEN 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.

17. Advice and support from external agencies

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning 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 Communication and Assistive Technology Team, etc

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

18. Transition

At St John's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting.

19. Local Offer

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on