

St Stephen's Junior School

SEN & Disability Policy/SEN Information Report

This policy is written in line with the requirements set out in the following documents:

- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010

This policy was developed through consultation with members of the whole school community, including parents, teachers, governors and pupils.

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. *SEND Code of Practice (2015, p 15)*

The SEND Code of Practice identifies 4 broad areas of SEN. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As a school we are currently supporting children with EHCPs issued due to communication and interaction, cognition and learning and social, emotional and mental health needs. We have also recently supported children with EHCPs due to sensory and physical needs.

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' *SEND Code of Practice (2015 p16)*

Identification/Assessment/Provision

Identification and assessment

At St Stephen's we formally monitor the progress of all pupils 6 times a year to review their academic progress. We also assess the reading ages of pupils using the Salford Reading scheme three times a year and screen all children in year 3 with the Read Write Inc phonics screener. The PASS (pupils attitudes to self and school) survey is also used twice a year to assess the children's views on themselves as learners and the support they receive. In addition, class teachers are assessing their children continuously so that any areas of difficulty for a particular child are identified swiftly. 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. This support will be tailored to match the pupil's needs.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Current assessment tools that the SENCO is able to use cover dyslexia, speech and language, reading ability and phonic understanding.

If these detailed assessments conclude that additional resources and different approaches are required to enable the pupil to make better progress, then this will be put into place. The provision will be detailed on a provision plan and these will be shared with parents. 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.

SEN categories

The SEND code of practice (2014) introduced 2 new categories for SEN:

- SEN support without EHC (Education Health Care Plan)
- SEN support with EHC

A child will be identified as having 'SEN support without EHC' if in order for that child to progress we are providing special educational provision for the pupil which is **additional and different** to what is normally available.

If, despite the additional and different provision, a child is still not making expected progress, then the school will consider requesting an Education, Health and Care needs assessment.

Provision

As a school we believe high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. In St Stephen's Junior School the quality of teaching is judged to be good in our last Ofsted inspection. We follow the Mainstream Core Standards to ensure that our teaching conforms to best practice and that the curriculum and learning environment is adapted for pupils with special educational needs.

We make every effort to take into account the provision needed for frequently occurring special educational needs, for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, learning difficulties and behaviour difficulties. 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: cognition and learning, communication and interaction and social, emotional and mental health difficulties.

Provision for emotional and social development

At St Stephen's Junior School we understand that it is important to enable all pupils to develop emotional resilience and social skills, both through direct teaching in PSHE lessons 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 have a wide range of facilities and resources that can be accessed.

- School based counsellor who comes in weekly to have 1:1 sessions with the children who require it.
- Family Learning Manager and Family Liason Officer who offer a range of support to both the children and families.
- Drawing and Talking sessions delivered 1:1 by trained TAs
- Trained ELSA in school full time
- Rowan room – sensory room
- Quiet areas – library, cedar huts
- Break time clubs – calm colouring, sewing, games
- TAs trained in Lego therapy
- Read2dogs programme
- SEAL groups

Provision mapping

In order to monitor the effectiveness of the provision a child is receiving, it is recorded, tracked and evaluated on a Provision map.

The SENCO is currently working towards ensuring that all children identified as SEN, with or without an EHCP, will have an individual provision plan. These provision plans will be updated three times a year, outlining progress that has been made or changes to provision where progress has not been made.

These provision plans will be shared with the parents either in a meeting with the SENCO or during parent teacher consultations.

The SENCO will also maintain records detailing those children who are not SEN but are receiving some form of intervention. This will then be monitored to ensure that any child who requires **additional and different** intervention to what is normally available can be identified as SEN if necessary.

Evaluating provision

If on evaluating a child's progress the pupil has made good progress following the additional and different support, and it is felt this progress could be maintained without it, then the child will no longer receive the specialised provision. If the child is therefore no longer receiving anything additional and different then he or she will no longer be identified with special educational needs.

If the evidence on the provision map indicates that a 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 and the provision will remain.

If despite a lot of additional and different support, the pupil is still not making adequate progress then we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

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 an Education, Health and Care 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.

When any change in identification of SEN is made parents will be notified.

Additional support/ High needs funding

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. For those children who do require additional and different provision we offer a wide range of intervention and support. This intervention currently includes:

- Read write inc groups
- Speech and language support
- FIZZY
- Clever Hands
- Sensory circuits
- Switch on reading programme
- Booster maths groups
- SEAL groups/social skills groups
- Talking and drawing
- Read2dogs programme
- ELSA support
- Handwriting programme
- Kindle club
- school based counsellor
- laptop and ipad provision

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. High needs funding is an online application for those high needs pupils whose provision exceeds £6000 per annum. If secured, this funding will then be renewed annually if the support in place is still considered essential. Parents will be informed of this process and their consent sought.

External support services

If, despite prolonged high quality differentiated teaching and targeted intervention, a particular child is still not progressing in their area of need then the school may request the support of specialist outside agencies. This may be done through individual referrals or through the **LIFT** process.

The school works closely with a number of outside agencies who may offer additional advice and support for children with SEN. These agencies include:

- Speech & Language Therapy Team

- CYPMHS
- Specialist teaching service
- Paediatricians
- Occupational health
- School nurse
- SENCO network
- School based counsellor
- Educational Psychologists
- Social services and Early Help team
- KCC Communication and Assistive Technology team
- St Nicholas school Outreach

Other services have been referred to in the past, when a specific need has arisen.

Inclusion

All clubs, trips and activities offered to pupils at St Stephen's are available to pupils with special educational needs. 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. It is only if we are advised, by a parent or external professional, that an activity is not suitable for a child to undertake that an alternative activity will be offered.

Training

At St Stephen's we are a large school with a fairly high turnover of staff. We understand the importance of ensuring all new staff receive up to date training related to special educational provision. This is delivered as part of their induction process.

Recent training undertaken includes:

- Read write inc programme for relevant TAS and teaching staff
- ASD training delivered by The Contented Child
- Dyslexia training delivered by The Contented Child
- Switch-on Reading programme training for TAs
- Improving reading comprehension and enjoyment training for TAs
- Drawing and talking training for all TAs
- Differentiation staff meeting for teaching staff delivered by the SENCO
- Developmental trauma training delivered to all teaching staff by the SENCO
- Communication in print training for all TAs delivered by the SENCO
- Language through colour training for all TAs delivered by the SENCO
- Boxall profile training – attended by ELSA and SENCO

In addition, specific teachers and teaching assistants have also received recent training in the areas of selective mutism, Makaton, BSL, Clicker 7, Hearing impairment and speech and language.

Where a training need is identified beyond this we will find a provider who is able to deliver it. The Specialist Teaching Service are able to provide a wide range of bespoke training on request. Where a cost is involved, this is covered by the notional SEN funding. As of 2017, we now have a TA trained as an ELSA (Emotional Literacy Support Assistant) who works throughout the school with appropriate pupils.

Environment and resources

As a school we understand the importance of adapting the classroom environment for the needs of the children, including those with special educational needs. This may take into account:

- Seating arrangements
- Visual timetables and stimulus
- Dyslexia friendly whiteboard screens and printed resources
- TA deployment

In specific cases, external advisors may recommend the use of equipment or facilities which the school does not have. Wherever possible, the school will purchase the recommended equipment 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.

As a school, we are always looking for ways we can improve our whole school environment to make it accessible for all pupils. As part of the school's accessibility planning recent improvements have been made to the school for Hearing Impaired pupils. This included fitting flashing beacons into the year 3 toilet facilities. Our current accessibility plan aims to extend upon this provision across the school as well as ensuring all classrooms are 'friendly' for a variety of different disabilities including dyslexia and ASC. Our other areas of focus can be seen in the school's accessibility plan.

Complaints procedure

Any complaints regarding the SEND Policy or the provision made for children with Special Educational Needs should be addressed in the first instance to the class teacher or the SENCO. If parents need further advice or clarification, they are welcome to arrange a meeting with the Head Teacher. If however, parents are still concerned they may contact the governor responsible for SEN or the Chair of the Trustees. The Kent Parent Partnership Service may also be of assistance.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an 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.

Communication with parents and pupils

All parents are invited to discuss the progress of their children at twice yearly parent consultations and receive written reports throughout the year. In addition we are happy to arrange meetings outside these times, either with the class teacher, SENCO or member of SMT.

In addition to this, parents of pupils with an 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.

In the early years at St Stephen's, parents are likely to play the more significant role in the consultation process of a child with special educational needs. However, when a child is in Year 5 or 6 it is hoped that they will take more responsibility for their own learning and be able to evaluate the provision they are receiving themselves as part of person-centred planning.

Parental support

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

Transition

Smooth transitions at both ends of the Key Stage are particularly important for children with special educational needs. Regular liaison takes place between the SENCOs of the Infant and Junior Schools to ensure continuity and address issues that may be of concern.

Where pupils transfer between schools or at the end of Key Stage 2, the contents of the child's individual SEN file are passed on to the next school. The SENCO, or a member of the Year 6 team, will also make every effort to meet with the SENCOs of the secondary schools when it is deemed necessary to pass on specific information regarding a child or to arrange a more extensive transition process.

The local offer

As part of the new SEND requirements the local authority is required to publish a local offer. This sets out, in one place, information about the provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled, including those who do not have EHC plans.

Kent's local offer is published on www.kent.gov.uk. Any parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Admissions

The admission arrangements for pupils at St Stephen's does not discriminate against disadvantaged or disabled children or those with special educational needs.

Decisions on the admission of pupils with a Education, Health and Care plan are made by the Local Authority.

Further details on admission can be found in our Admissions Policy.

The current SENCO is Mrs Jo Sazant, who is a qualified teacher and has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination

The SENCO currently works Monday-Wednesday and can be contacted through the school phone and e-mail address.

This policy should be read in conjunction with other linked policies, including our accessibility plan, disability equality scheme, behaviour policy and admissions policy.

J Sazant

June 2020

Approved by the Governing Body:

Next review due: June 2021