



## **SEN Policy and information report**

# **St Eanswythe's Church of England Primary School 2022-2023**

### **Learning holistically through God's unconditional love**

Vision: We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experience

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our SEN Policy adheres to our school ethos which ensures that every pupil regardless of need is treated and educated as an individual. Our guiding principle at St Eanswythe's school is one of inclusion. We want to identify and break down possible barriers to learning in order that all children can achieve their best and become confident individuals living fulfilling lives.

This is further highlighted in our whole school vision below: We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experiences. In line with our vision, St Eanswythe's school does its very best to work with staff, Directors, parents and all essential outside agencies to enable each pupil to thrive regardless of their individual needs.

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching styles and differentiation.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mr Nicholas Brinkley.

They will:

- Work with the headteacher (Jean O'Callaghan) and SEN director (Fiona Coombs to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN director**

The SEN director will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN director to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Communication and Interaction Needs:

e.g.

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs
- Social communication difficulties
- Visual timetables
- Support / supervision at unstructured times of the day.
- Social skills programme / support including strategies to enhance self-esteem.
- Small group work to improve skills.
- ICT is used to support learning where appropriate.
- Strategies / programmes to support speech and language development.
- Where appropriate we will use support and advice from other partners to meet the needs of pupils.
- Planning, assessment and review.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Differentiated curriculum and resources

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Cognition and Learning Needs:  
e.g.

- Moderate Learning Difficulties

- Provision to support access to the curriculum and to develop independent learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.
- ICT is used to reduce barriers to learning where possible.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Differentiated curriculum and resources.

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Social, Mental and Emotional Health  
e.g.

- Behavioural needs
- Social need
- Mental health needs
- Emotional Health and Wellbeing

- The school ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- The has a full time CLO (Katy Semple) who is a trained counselor.
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.

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Sensory and Physical Needs:  
e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical and Medical Needs

- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Staff understand and apply the medicine administration policy.
- The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- The school has disabled toilets / facilities

## **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver a range of interventions. Teaching assistants may support pupils on a 1:1 basis when a child has an Education Health and Care Plan that requires a high level of support. Teaching assistants will support pupils in small groups when group interventions are planned or if a child with an EHCP works in that ability group within the classroom.

Teaching assistants support children with their learning under the direction of the class teacher and/or the SEND Team, implementing strategies recommended by the teacher, SENCO or professionals from external agencies.

To develop the independence of the children with whom they work with and to provide feedback to the teacher and/or

SEND Team on the progress of the pupils with whom they work to inform planning and review

## **5.9 Expertise and training of staff**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and continued professional development.

Our SENCO Nicholas Brinkley, holds the PG Cert NASENCO award, the PG Cert Specific Learning Difficulties (Dyslexia) and is AMBDA registered.

We have a team of experienced teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All teaching staff and support staff undertake induction training that includes SEND provision, practices, and pupils on roll with SEND needs. The SENCO attends relevant training offered through the local authority, SENCO Forums, and liaison with other school SENCOs to ensure we are in accordance with effective SEND practices.

## **5.10 Securing equipment and facilities**

Each year the SENCO makes a bid for an annual budget based on the needs of the school. This budget is then used to purchase resources as required for children with SEND to support their learning needs in the classroom. The budget may also be used to purchase additional support as required eg to pay for an assessment of a child's needs by a specialist teacher.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6/7 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

We enable all children to engage fully in all aspects of school life. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.

To do this, we:

- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress, for example; we have a weekly celebration assembly where academic and non-academic progress is celebrated.
- When planning activities such as visits and trips SEN children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN work with our trained Child Liaison Officer (Mrs Katy Semple) in targeted interventions in order to best suit their specific needs. This may include 1:1 Nurture Time in which pupils can learn and communicate through play, Social Groups where pupils can explore friendships and appropriate communication skills and Emotional Coaching sessions in order to help deal with social situations that may cause worry or anxieties.
- Pupils with SEN are encouraged to be part of the school council team, this gives them the opportunity to voice their opinions and to work collaboratively with other pupils across the school.
- SEN pupils also have the opportunity to be part of our whole school Nurture Group, these run on a termly basis for one afternoon a week. The aim of our group is to encourage our pupils to recognise that positive relationships are central to both learning and emotional wellbeing through an age-appropriate means.

### **5.14 Working with other agencies**

The other people / agencies and teams St Eanswythe's work with to support children with a special educational need / disability in school include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team
- Children's Services
- Early Help
- Home-start
- Public Health (School nurse)
- CAMHs
- Sensory Services
- Pupil Referral Outreach Team
- GPs
- Occupational Therapist
- Ethnic Minorities and Travellers Asylum Seekers

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance and then to the SENCO if required. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEN

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](mailto:iask@kent.gov.uk)  
[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## 5.17 Contact details for raising concerns

N.Brinkley SENCO - [senco@st-eanswythes.kent.sch.uk](mailto:senco@st-eanswythes.kent.sch.uk)

F.Coombs SEN director - [fcoombes@st-eanswythes.kent.sch.uk](mailto:fcoombes@st-eanswythes.kent.sch.uk)

## 5.18 The local authority local offer

The local authority's local offer is published at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-sen-local-offer>

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

## 6. Monitoring arrangements

This policy and information report will be reviewed by N.Brinkley (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality policy
- Mental health and wellbeing policy