



St Eanswythe's Church of England Primary School  
**SEN Policy**

*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 experiences.**

Date:.....11/10/2021.....

Signed:.... *J. McCallague* *Jan* . Co-Headteachers

Signed:.... *M. Withelard* .....Chair of Directors

## **The Special Educational Needs Co-ordinators and Pastoral Team members are:**

Mary Paterson – SENCO

Nicholas Brinkley – Assistant SENCO

Katy Flakley - CLO

Kim Adlington - FLO

We can be contacted via the school office on 01303 255526 or admin@st-eanswythes.kent.sch.uk

The Director for Special Educational Needs and Disabilities is Fiona Coombs

## **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 other St Eanswythes' Policies.

This policy was developed with parents and carers, directors, and parents and children with special educational needs and will be reviewed annually.

## **Rationale**

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 insures 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.

## **Objectives**

- To implement the requirements of the SEN Code of Practice 2015 in accordance with L.E.A. guidelines.
- To work in partnership with pupils and parents to enable pupils to achieve their short and long-term goals.
- To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
- To ensure the most effective use of school staff, (teaching and non-teaching) and resources for pupils with special educational needs.
- To use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.
- To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring and reviewing procedures.
- To ensure effective working arrangements with external agencies.
- To promote continuity of SEN provision between phases and effective transition between schools.
- To enable staff, Head Teachers and Directors to evaluate the effectiveness of SEN provision within the school.

## **Identifying Special Educational Needs**

St Eanswythe's School follows the DfE SEN Code of Practice in defining special educational needs:

*"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."*

*SEN Code of Practice (2015, 6.15)*

The school will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by 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
- widens the attainment gap

It can include progress in areas other than attainment, such as social development.

Limited progress and attainment may not always be identified as SEN:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment of any underlying causes such as undiagnosed learning or language difficulties.

If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay a multi-agency approach, may be appropriate. Such events will not always lead to children having SEN but it can have an impact on a child's well-being and progress.

Slow progress and low attainment should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

A child will not be regarded as having a learning difficulty solely because the home language is not English.

There are four broad areas of SEN, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At St Eanswythe's we identify the needs of pupils by considering the needs of the whole child.

### **Broad areas of need:**

#### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

## **A Graduated Approach to SEN Support**

### **High Quality Teaching**

*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. Schools should 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)*

As part of high quality teaching all teachers constantly assess every child's attainment and progress. If a child is making less than expected progress then the teacher will adapt their teaching to target the areas of weakness, this may include modifying teaching, use of apparatus or in class support. The majority of pupil's needs will be met through high quality teaching.

Where progress continues to be less than expected the class teacher will do the following:

- Talk to the child about what they are finding difficult and discuss ways to help them.
- Talk to the parents/carers about their child's areas of strength and difficulty, concerns, the agreed outcomes sought for the child and the next steps.
- Talk to the SENCO for further advice.
- Make further assessments.

All this information forms part of an initial assessment and will help to:

- Identify the child's strengths and weaknesses.
- Decide what the child and parents want to achieve.
- Decide what strategies will help the child.

The class teacher will record this information on an Initial Concern sheet and discuss with the SENCO. If it is decided that the child may have SEN then targeted provision will begin.

### **Targeted Provision**

The SENCO will enter the child's needs onto the SEN record. The SENCO will keep a record of all children with special needs in the school, and copies of all information regarding a child's special needs.

SEN support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral, giving increasing knowledge about how to meet a child's needs. The class teacher will maintain the provision maps. This records the assessments, interventions and outcomes of SEN support.

## **The Graduated Approach**

### **Assess**

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

### **Plan**

The teacher, SENCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Interventions may include any of those on the SEN provision map.

All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised gives a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SENCO will make these referrals with the agreement of parents/carers and liaise with external agencies.

If this cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to request an Education, Health and Care Plan.

## **Criteria for exiting the SEN record**

If a child is making progress and has reached broad national attainment, without further need of additional provision, then they may be removed from the SEN record. This must be done with the agreement of the pupil, parents/carers and professionals working with the child.

## **Supporting Pupils and Families**

St Eanswythe's school is committed to working in partnership with parents to support pupils with special educational needs and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. This forms a natural part of our whole school ethos that every child should be given the individual tools to enable them to thrive.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENCO via the school office. Individual arrangements will be made for parents who experience literacy or communication difficulties or who speak English as an additional language.

Parents have access to the SEN policy and can find further help and information, including where to find independent support and advice, in the schools SEN information report, both of which can be found on the school's website.

## **Supporting Pupils with medical conditions**

St Eanswythe's school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school works closely with the medical professionals and where a medical condition requires special arrangements or adjustments in school, a planning meeting will be arranged. Pupils needs and the school's care arrangements will be recorded on a Health Care Plan. The School Nursing Service provides training for school staff as required.

Where pupils have a medical condition which requires medication to be administered in school, this can be arranged with the SENCO and staff will be trained accordingly.

## **Supporting emotional and social development of Pupils with SEN**

At St Eanswythe'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 through SRE, 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 also can provide support from our dedicated full-time CLO. Counselling services can also be accessed.

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.

### **Monitoring and evaluation of SEN**

The SENCO will meet termly to review the SEN development plan and to evaluate the success of SEN provision. The following criteria can be used to measure effective implementation of the School's SEN policy. They can be used in the annual report to parents by the Directors.

- Accurate records of intervention are kept for all pupils with SEN.
- The monitoring of pupils progress shows improvement in attainment.
- Parental and pupil satisfaction is evident through review meetings and school evaluation.
- All staff are following the procedures laid out in the policy.
- All staff feel confident in managing the needs of pupils with SEN.

There is a Director appointed as SEN Director who is responsible for monitoring SEN policy and provision.

The Head Teacher makes an annual report to the full Directors meeting.

### **Allocation of resources to Special Educational Needs**

The Directors allocate a percentage of the school budget to Special Educational Needs, the SEN team is funded from this budget. This currently comprises a full time Special Educational Needs Co-ordinator and a pastoral care team. The SENCO is non class based and is responsible for the day to day operation of the special needs policy and provision. They work in partnership with the Head Teachers, class teachers, parents and external agencies as appropriate.

Additional teaching resources in the form of cover for class teachers is provided to enable liaison with parents, SENCO and other professionals. Funds are allocated annually for the purchase and development of special needs resources.

Additional support for pupils with SEN is determined by the SENCO according to need and available resources. This occasionally takes the form of individual support but is more usually small group or in class support.

### **The School's arrangements for SEN In-Service Training**

The school actively encourages in-service training and the professional development of staff both teaching and non-teaching in order to ensure good practice. This is a natural affirmation of our ethos that all children needed to be helped individually in order to flourish. The SENCO attend SEN forums and LIFT support group meetings and also external training sessions where appropriate.

The SENCO provides SEN inset for teaching and support staff where appropriate. This may be whole school based or working with individual teachers.

The SENCO provides induction sessions for NQTs and new members of staff to familiarise them with the SEN procedures. At the beginning of each school year SENCO reminds all staff of the SEN procedures and advises of any update in SEN arrangements.

### **Roles and Responsibilities**

#### **The Class Teacher is responsible for:**

- Ensuring that all children have access to high quality teaching and that the curriculum meets the pupils individual needs,
- Monitoring the progress of all pupils and identifying, planning and delivering any additional help pupils may need. Discussing with the SENCO as necessary.
- Ensuring that all members of staff working with the class are aware of individual needs and what specific adjustments need to be made to enable everyone to be included and make progress.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

#### **The Special Educational Needs Coordinator (SENCO) and Assistant SENCO are responsible for:**

- Coordinating provision for children with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are involved in the graduated approach.
- Liaising with other agencies. e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Updating the school's SEN record of need, and ensuring accurate record keeping.
- Providing specialist support for teachers and support staff.
- Supporting class teachers in meeting the needs of all pupils in their class.
- Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

#### **Teaching Assistants are responsible for:**

- Working under the direction of the class teacher, to support pupils to make progress and achieve independence. This may done though:
- In class support.
- Small Group interventions
- 1:1 work

## **CO- Headteachers are responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities, ensuring that our ethos of all children being treated as individuals is adhered to. Giving responsibility to the SENCOs and class teachers but still being responsible for ensuring that your child's needs are met.
- Making sure that the Directors are kept up to date about any issues in the school relating to SEN.

## **SEN Director is responsible for:**

- Making sure that the school has an up to date SEN Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

## **Admission arrangements for pupils with Special Educational Needs**

Pupils are admitted to the school according to the LEA admissions criteria, provided their needs can be met in a mainstream school.

Admissions of children with Statements of Special Educational Needs/ EHC plans are discussed with the LEA Special Needs Team and a planning meeting held prior to admission.

## **Links with other Mainstream and Special Schools**

St Eanswythe's School works closely with pre-school groups and nurseries to ensure a smooth transition for children coming into our school or nursery.

Advance planning for pupils in year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENCO will liaise with SENCOs of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

SEN records for children transferring into the school at other times are requested from the previous school and, where possible, information is sought by the SENCO by telephone or by a visit, if appropriate. SEN records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

## **Dealing with complaints**

If a parent/carer wishes to make a complaint about the special educational provision made for their child they should contact the SENCO via the school office. A meeting will then be

held to discuss the nature of the complaint. This will be recorded in writing, as will agreed action. A review date should be set.

If a parent has a serious cause for complaint which has not been resolved to their satisfaction through meeting with school staff they should submit their complaint in writing to the school with the course of action they hope to achieve. This letter will be dealt with by the Directors and a response made to the parent/carer.

### **Support Contact**

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)

### **Local Offer**

The local authority's local offer is published at:

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

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