



Special Educational Needs Policy

St Eanswythe's Church of England Primary School

2024-2025

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

Approved by:	Board of Directors	Date: 4 th September 2024
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1. Legislative compliance

This policy is written in line with the requirements of the following legislation:

- Children and Families Act 2014
- SEN Code of Practice 2014
- 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
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014

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

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

2. Definition taken from The SEN Code of Practice

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:

- Has a significantly greater difficulty in learning than the majority of the others of the same age, or
- Has 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.

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 effect on their ability to carry out normal day-to-day activities.

The needs of pupils with SEND are grouped into 4 broad areas – communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical. Pupils can have needs that cut across more

than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

3. Vision and values

Our SEN Policy reflects 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.

4. 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

St Eanswythe's CE Primary School is a Church of England Voluntary Controlled Primary School catering for children between the ages of 4-11. As a Church school, we welcome all children and families, with our inclusive and nurturing outlook.

The aims of our policy and practice are:

- To identify at the earliest possible opportunity, all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development by:
 - a) Gathering information from parents, education, health and care services and early years settings prior to the child's entry.
 - b) Monitoring the progress of all pupils in order to aid the identification of pupils with SEN
- To involve parents, pupils and others in developing a partnership of support, enabling full confidence in the strategies adopted by the school
- To make appropriate provision to overcome all barriers to learning, meeting individual needs through a wide range of provision.
- To monitor progress to ensure staffing deployment, resource allocation and choice of intervention is leading to good outcomes.
- To map provision carefully to secure high levels of achievement for all
- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through a staff shared approach to SEND
- To create an environment where pupils can contribute to their learning
- To give all pupils the entitlement to a sense of achievement

- To work in a cooperative and productive partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to provide for pupil's individual educational needs
- To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.' (National Curriculum 2000)

5. Inclusion and equal opportunities

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

6. Roles and responsibilities

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers have a responsibility for maximising achievement and opportunity of vulnerable learners. Every teacher in our school is a teacher of every child including those with SEN. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

All members of the school community work towards the school aims by:

- Being fully aware of the school procedures for identifying, assessing and making provision for pupils with SEN
- Sharing a commitment to inclusion and partnership approach to provision

6.1 The SENCO

The SENCO at St Eanswythe's CE Primary School is Mrs Louise Thompson

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in school
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 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 and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Co-ordinate the provision for children with SEN
- Be the point of contact for external agencies, especially the local authority and its support services
- To co-ordinate and lead provision meetings to discuss and plan for the needs of all children in the school
- Evaluate the impact of the interventions provided to pupils with SEND

- 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
- To ensure all relevant information about a pupil's SEN and the provision for them is passed to other schools if/ when a pupil moves to another school or institution

6.2 The SEN Governor

The governing body have statutory duties towards pupils with SEN. They, with the headteacher, agree the school's general policy and approach to meeting pupil's learning difficulties of disabilities for those with and without Education, health and care plans. They are involved in setting up appropriate staffing and funding arrangements and oversee the school's work.

The SEN Governor at St Eanswythes CE Primary School is Jim Kreiselmeier

The SEN Governor 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

6.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor 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
- Keep governors informed about the changes to legislations

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- In collaboration with the SENCO, take responsibility for the creation, administration and review of class and individual provision plans
- 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 with contribution and preparation towards class progress and provision meetings and the review of individual plans
- Ensuring they follow this SEN policy

6.5 Support staff

Each member of the support staff team is responsible for:

- Ensuring that the SEND policy is followed
- Accessing and understanding the needs of the children within their class

- Collecting entry and exit data
- Using this to inform teaching in intervention times and class provision support.
- Seeking additional training to support them in their role

7. The SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1. Identifying pupils with SEN and assessing their needs

At St Eanswythe's CE Primary School, we monitor closely the attainment and progress of our children's academic levels. 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 to ensure early identification of any pupils whose progress:

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

This may include progress in areas other than attainment, for example, social and emotional needs, which is measured using the Leuven Scales.

When deciding whether the pupil needs special educational provision, 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, however, they will be added to the schools monitoring register, provision will be put in place as required to enable to child to catch up. This extra support can form part of whole class provision, or small group interventions.

Some pupils may continue to make inadequate progress, despite high quality teaching targeted at areas of weakness. For these pupils, and in consultation with parents, we will start with desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents as we move to identifying a Special Educational Need.

If a special educational need is identified, we will have an early discussion with parents to ensure that:

- Everyone develops a good understanding of the pupil's strengths and the areas of need
- We take into account any concerns or views that the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We follow the graduated approach and the four part cycle of assess, plan, do, review on a termly basis.

The teacher will work with the SENCO to carry out an analysis of the pupils needs based upon teacher assessments, previous progress, attainment in comparison to their peers and national data, views and experiences from parents, pupil views and where appropriate, advice from external agencies and other professionals.

The assessments will be reviewed termly as part of progress and provision meetings. Parents will be kept informed and up to date with progress with copies of individual provision plans and termly review meetings. All teachers and support staff who work with the pupil will be made aware of their needs, the intended outcomes, the support provided and any additional 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.

8.2. Teaching pupils with SEN

At St Eanswythe's CE Primary School, teachers are responsible and accountable for the progress and development of all pupils in their class. We use a range of assessment tools as part of the children's journey including Speech and Language Link screening, The Early Years Profile, Read, Write, Inc. assessments, Leuven Scales for well-being, reading ages and external testing (SATs).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

Mainstream Core Standards:

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Specialeducational-needs-mainstream-core-standards.pdf

Kent County Council have also produced a 'Guide for Parents' about the Mainstream Core Standards.

Mainstream Core Standards Guide for Parents:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Specialeducational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, mentoring and small group teaching. These are delivered by teachers and teaching assistants across the school.

8.3. How the school adapts the curriculum and learning environment for pupils with SEN

At St Eanswythe's CE Primary School 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 Education, Health and Care Plans.

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

At St Eanswythe's CE Primary School, 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, for instance Circle Time and access to the school's PSHE curriculum, 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 the additional support e.g. access to counselling services, external referral to ChYPMHS, an identified space for pupil to use when upset or agitated etc., individual nurture support, group nurture support, regular access to our sensory room, emotional check-ins, emotional literacy, social skills groups, or Lego Therapy.

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. Assessments e.g. Boxall Profiling and Leuven Scales

will be used to assess baseline data and to identify focus areas needing support. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

8.5. Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision map
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Our SENCO is in the first year of her role and is currently undertaking the SENCO qualification, which is a national requirement to complete within the first 3 years of assuming the post. She has worked in education for over 10 years. She is allocated 3 days a week to manage SEN provision.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Some of the training providers we can approach are: STLS, Educational Psychologists, our Speech and language therapist, Alys Matthers, occupational therapists, physiotherapists. The cost of training is covered by the notional SEN funding.

We regularly review the schools' training programme and CPD for staff to ensure we can deliver high quality support for all Children with SEND.

As part of our support for children with Autism our whole school has completed/ accessed the Autism Education Trust, Making Sense of Autism Module.

This is an awareness-raising module for all staff in the school community. The module provides participants with an introduction to autism and the reasonable adjustments that need to be considered when working with autistic pupils.

10. Links with external professionals

The school recognises that it cannot always meet the needs of every pupil without additional advice and support, therefore when necessary the school will seek to work with external agencies and professionals such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

12. Information on how to access details of KCC local offer

The local authority's local offer is published on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Kent's Local offer is all about making it easier for people to find out about services available to 0-25 year olds with special educational needs and disabilities.

You can find out about:

- Arrangements for identifying and assessing children and young people with special educational needs and disabilities
- How to access services and how decisions are made
- Services to support young people prepare for adulthood and independence
- Arrangements for resolving disagreements, mediation and appealing to the SEN Tribunal
- Sources of support, advice and information

This is one of the ways we are delivering the changes introduced by the Children and Families Act, which became law in September 2014.

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

13. Complaints

Contact details for raising concerns

Please contact the SENCO, Louise Thompson, on

ltompson@st-eanswythes.kent.sch.uk

or call on 01303 268041

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy