



Special Educational Needs and Disability Policy and Information Report

In the spirit of our school's vision, this policy is written to ensure St. John's is a place of sanctuary for everyone. The guidance within, provides the knowledge and skills to encourage and promote the highest achievement for all.

Friendship

Forgiveness

Trust

and Compassion

These values will underpin the following Policy.

This Policy is reviewed annually by the Full Governing Body and ratified by the Full Governing Body

Date Written	September 2021
Date Agreed	9 December 2021
Review Date	September 2022
Signed by Head Teacher	
Signed by Chair of Governors	

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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

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 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 published by Kent 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.
- The National Curriculum in England Key Stage 1 and 2 framework document – September 2016.
- Teachers Standards 2014.

This policy should be read in conjunction with the following school policies; Behaviour Policy, Equality Policy, Homework Policy, Complaints Policy and all statutory policies held in school pertaining to the safeguarding of children.

This policy was written in consultation with staff, governors and parents and will be reviewed annually.

3. Definitions

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 4)

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, p5).

There are children who attend our school who have a disability. Some have a life altering disability that takes careful management and planning. Just because they have a disability does not mean that they have SEN. Children who have a disability are supported to ensure they can access what they need in order to flourish in our school.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Mrs Place -covering Mrs Arter's current maternity leave- is a qualified teacher and has completed the National Award for SEN Co-ordination.

Mrs Place is available for contact on either Thursday or Friday on 01622 735916 or via email; 886372.Senco@st-johns-maidstone.kent.sch.uk

The SENCo will:

- Work with the Head Teacher and SEN governor 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board 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 Governors: Sue Eaton, Mo Parkes & Heidi Downey

The SEN Governors 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 Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher: Mr. Smith

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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

St Johns 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), ADD, Attachment difficulties, behaviour difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, , epilepsy
- Moderate/severe/profound and multiple learning difficulties

St John's also currently meets the needs of pupils with an Education, Health and Care plan (EHCP) with the following kinds of special educational need: Autism, Attachment Disorder, Speech and Language and Communication disorder/delay, Global delay and Social, Emotional Mental Health. In the past we have supported children with ADD and ADHD. Decisions on the admission of pupils with Education, Health and Care plan are made by St John's with the Local Authority.

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

5.2 Identifying pupils with SEN and assessing their needs

At St. John's we monitor the progress of all pupils five times a year to review their academic progress. We use a range of assessments with all the pupils at various points e.g. phonics screening, spelling age, reading age, general teacher assessment and those linked to National Tests.

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.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to improve. This is managed through the use of provision maps and includes provision such as: phonics (Letters and Sounds and DASH), Numeracy (Plus 1), Speech link, Language Link, Sensory Circuits, BEAM, Positive Play and Clever Fingers, Precision Teaching.

5.3 Consulting and involving pupils and parents

All parents of pupils at St. John's are invited to discuss the progress of their children on two formal occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times and very much run an 'open-door' policy. 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, then the class teacher will share their concerns with the child's parents and the SENCo. These conversations will ensure 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.

This will enable us 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 an Education, Health and Care Plan (EHCP) 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.

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**.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

The class 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 and 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

For these pupils and in consultation with parents, 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:

- Dyslexia (Lucid Rapid)
- Speech (Speech-link)
- Language Link
- Motor Skills (BEAM, Clever Fingers,)
- Non-Verbal Ability –Raven's Coloured Progressive Matrices (CPM)
- Verbal Screening – Raven's Crichton Vocabulary Scales (CVC)
- British Picture Vocabulary scale (BPVS 111)- Receptive Vocabulary
- Expressive Vocabulary Test 2
- Lucid Cops
- Boxall Profile
- Leuven Scales

We have access to external advisors who have more specialised assessment tools, through referral processes via the Local Inclusion Forum Team (LIFT); this includes:

Specialist Teacher and Learning Service, Paediatricians, Speech and Language, Occupational Therapy, Child and Adolescent Mental Health Services.

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 and if necessary put into a SEN support plan and reviewed regularly and refined / revised if required. 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 changed parents will be notified.

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

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 as seamless as possible.

The Early Years staff endeavour to visit all the children in their pre-school setting and should there be a child about whom there are concerns, then further visits can be made. Information is always shared with the SENCO who may also visit the child's setting. All children attend two taster sessions in July and parent's/guardians have a chance to meet the Early Years team at an information evening.

Parents of new entrants who are identified with SEND are invited in to meet the class teacher and share any concerns. The SENCO is also available during these meeting times and will liaise with the parents/new teacher and pre-school setting.

Additional transition sessions are provided for all children who will find starting school a little more challenging and daunting. Transition meetings are also held, when possible and external agencies are involved. The new children are invited into school as often as possible to help them feel settled and prepared for starting St. John's. These sessions are supported by the child's current Pre-School key worker and occasionally the parents too.

When a child leaves St. John's for another school or proceeds to Secondary school we always provide information to the next setting. This will include pupil attainment, whether there is an identified SEND need or not (and the level of support required) and the child's most recent school report. For a child moving onto Secondary school with more complex SEND needs, St. John's will host a meeting to aid a smooth, informed and successful transition to the new setting. There will also be transition days for the child to visit their new setting.

5.6 Our approach to teaching pupils with SEN

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)

At St. John's the quality of teaching we believe is judged to be at least good and generally outstanding.

We follow the Mainstream Core Standards advice (web-link below) developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

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, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' and through Higher Needs Funding applications.

5.7 Adaptations to the curriculum and learning environment

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 Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have ensured the following improvements have been made as part of the school's accessibility plan:

- 'Good to Outstanding' teacher training.
- Phase 1 and Phase 2 of expansion building are fully accessible
- Original 1987 building has ramped access
- School has three disabled toilets
- School has two disabled parking spaces
- Future aspects of school improvement:
- 'Good to Outstanding' teacher training.
- Conduct a feasibility study for a nurture room

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Included within the school's General Annual Grant is an amount allocated to 'notional SEN funding'. This funding is used to ensure that the quality of teaching is at least 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 and is listed as interventions on our provision maps. In a 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, this amount is to be met from notional SEN funding (although some of this may be refunded by the LEA dependent upon the school's overall spend in any given year) and above that amount the Local Authority should provide top up to the school through Higher Needs Funding. When applying for Higher Needs Funding evidence of support required and personalised plans for the child have to be provided along with any supporting advice / letters from other professionals involved with the child.

5.9 Expertise and training of staff

Many of teachers and teaching assistants in our expanding school have had the following training:

- Dyslexia Awareness
- Attachment Disorder Awareness
- Language for Learning
- Understanding the New Code of Practice.
- First Aid training
- Child Protection / Safeguarding Training
- Precision Teaching
- Autism awareness training
- Boxall Profile assessment
- De-escalation Techniques
- The LIFT process

In addition individual teachers, teaching assistants and the SENCO have received the following enhanced and specialist training:

Dyslexia, Dyscalculia Awareness, Sensory Circuits, BEAM & BEAM+, Lego Therapy, De-escalation techniques, Letters & Sounds, Toe by Toe, Clever Fingers, Social Stories, Colourful Semantics, Language for Learning, Anxiety in children, Pro-Act Skip, TEACCH approach to learning.

Where a training need is identified beyond this, a provider who is able to deliver it will be found. Training providers we can approach are: through LIFT meetings including Bower Grove School, Nexus School and Five Acre Wood, Educational Psychologist Service, Speech and language therapist, Occupational therapists, Physio therapist, ADHD nurse. The cost of training is covered by the notional SEN funding.

5.10 Evaluating the effectiveness of SEN provision

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

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 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

The collation of all annual review evaluations of effectiveness are available for review by the governing body.

For those children who are identified as having a special educational need but who do not have an Education, Health and Care Plan their support plan will be detailed on a provision map. This will be reviewed, targets set and updated three times a year normally through consultation between the class teacher, parents and SENCO.

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to pupils at St. John's are available to pupils with special educational needs either with or without an 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. In some instances parents may be asked to help provide additional support especially where clubs are run outside of school hours.

- All pupils are encouraged to go on our residential trip in Year 6.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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.

- ***Please also read our Accessibility Plan 2020***

5.12 Support for improving emotional and social development

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 within the curriculum of PSHE and Circle time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area the following can be provided: mentor time with the class teacher or support staff, Positive Play, external referral to CAMHs (mental health service), a time-out space for pupils to use when upset or agitated or mentoring time with a senior leader.

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. This can be met through small group and individual sessions. At St John's we use the Boxall Profile and Leuven scales to assess children's emotional needs, using nurture strategies to support the outcomes of these where necessary.

5.15 Working with other 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.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.
- Access to the school nursing service.
- Working with Early Help and Social Services

5.16 Complaints about SEN provision

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 discuss their concerns in the first instance with the Class teacher, then the SENCO and finally the Head Teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

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 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 an Education, Health and Care Plan 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.

- Complaints about SEN provision in our school should be made to the [class teacher/SENCO/Head Teacher in the first instance. 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

5.17 Contact details of support services for the parents of pupils with special educational needs.

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

- **HELPLINE:** 03000 41 3000
- **Office:** 0300 333 6474
- **Minicom:** 0300 333 6484
- **E-mail:** iask@kent.gov.uk
- <https://www.iask.org.uk/>

5.18 The Local Authority 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.

6. Monitoring Arrangements

This policy and information report will be reviewed by Mrs Place this current year and Mrs Arter following her return from Maternity leave. 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 our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Equality Policy
- Homework Policy
- Complaints Policy and all statutory policies held in school pertaining to the safeguarding of children.