
St.
Nicholas –
at – Wade
CE
Primary
School

SEND Policy

March 2022
Review March 2025

Written: June 2016 in consultation with SEN Working party
(Inclusion lead / parents / SEN Governor)
Agreed at Committee: Full Governing Body
Reviewed by FGB: June 2020
Next Review Date: June 2022
Reviewed March 2022
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This policy is written in line with the requirements of:-

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

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

- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Homework Policy
- Complaints Procedure
- Teaching and learning policy

This policy was developed with staff, parents/carers, representatives from The Governing Body and parents of children with special educational needs and will be reviewed annually.

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 (2014, 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 (2014, p5)*

1 The kinds of special educational need for which provision is made at The School

At The School we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. For instance dyslexia, dyspraxia, speech and language needs, ASC, ADHD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which The School is less familiar, however we can access training and advice so that these kinds of needs can be met.

The School also currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by 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.

Information about the policy for identification and assessment of pupils with SEN

At The School we endeavour to identify needs early, however some needs may not become apparent until later in the child's schooling as the child develops.

We monitor the progress of all pupils four times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, speech link, language link, (EYFS) benchmarking for reading age (KS1), Star reader assessments (KS2), Test Base Reading Assessments (KS2) White Rose Maths Tests (KS1 and 2), writing moderation (KS1 and 2)

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 catch up. Examples of extra support are listed and explained on our website.

[Website Inclusion Page](#)

We formally monitor the impact of interventions three times a year, with informal monitoring and reflection throughout the intervention period. We then adjust provisions accordingly.

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of need. For these pupils, and in consultation with parents, we will use a range of assessment tools and observations to determine the cause of the learning difficulty. At The School we are experienced in using the following assessment tools e.g. speech link, language link, Boxall profile, The Single Word Reading Assessment, YARC (York assessment of reading comprehension) Benchmarking, LUCID CoPs and LASS (assesses a child's memory) Dynamo Maths Assessment. More information about these can be found on our webpage.

In addition, we have access to external advisors who are able to use more specialist and specific assessment tools. We draw on advice from: Health professional including, paediatricians, clinical psychologists, CAMHS, Speech and Language therapists, Physiotherapists and Occupational Therapists. As well as Specialist teaching services including; Early help; Thanet Inclusion Support Service (TISS) and other specialist teaching services.

The purpose of these more detailed assessment and observations 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, put into either a EHCP Personalised Support Plan; an In Year SEN Review Plan or form part of the class provision map. This will be reviewed formally three times a year. Additional provision is refined and revised if necessary. 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 that which 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.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Information about The School's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

I. How The School evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment/observation information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

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

For pupils with or without an Education, Health and Care Plan there will be yearly review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

The collation of all annual review evaluations of effectiveness will be reported to The Governing Body.

II. The School's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in The School has their progress tracked four times per year. In addition to this, pupils with special educational needs may have more frequent and / or more detailed assessments. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

Each child on the SEND register at 'School Support' level has individual targets to support their needs. The Class Teacher will discuss and review these with parents 3x yearly during parents evening (X2) and the end of year report.(X1) Children with an EHCP or High Needs Funding have a greater range of targets. These are discussed in a plan-do-review cycle with parents and the SENCO. Again this happens 3x a year during parents evening (x2) and an end of year meeting. If these assessments do not show adequate progress is being made the SEN support plan / provision map will be reviewed and adjusted.

III. The School's approach to teaching pupils with special educational needs

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. At St Nicholas we 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 (2014, 6.37)

At The School the quality of teaching is judged to be good and outstanding.

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

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/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. BRP, inference training, precision teaching, 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'. Please see website for the full list of interventions.

IV. how The School adapts the curriculum and learning environment for pupils with special educational needs

At The 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of The School's accessibility planning: building of a disabled toilet; development of a nurture room; the development of The Key Stage Two playground and refurbishment of intervention areas. They have also have identified the following aspects of The School need to be improved: development of infant toilet provision.

Staff professional development is prioritised according to the needs of the cohort. We use our staff audit of training and expertise as a starting point for allocation of staff to particular cohorts.

V. *additional support for learning that is available to pupils with special educational needs*

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure the quality of teaching is good in the School and 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 a full list of the interventions we can offer is on The School's website. [Website Inclusion Page](#)

In very few cases a high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to The School. This is provided through an application for Higher Needs Funding.

VI. *how The School enables pupils with special educational needs to engage in activities of The School (including physical activities) together with children who do not have special educational needs*

All clubs, trips and activities offered to pupils at The School are available to pupils with or without special educational needs. Where it is necessary, The School will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity

VII. *support that is available for improving the emotional and social development of pupils with special educational needs*

At The 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 and indirectly with every conversation adults have with pupils throughout the day. This is taught at a Universal Level through our PSHE curriculum.

For some pupils with the most need for help in this area we also can provide the following: access to a trained counsellor, mentor time with a member of staff, team, drawing and talking, Zones of Regulation, external referrals to School health,

external referral to CAMHs, external referral to Early Help as well as a calm down space for pupil to use when upset or agitated.

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.

The name and contact details of the Inclusion Leader

The Inclusion Leader at The School is Mr Tim Neal, who is a Deputy Head and a qualified teacher with 20 years' experience.

Mr Neal is available on 01843-847253 or tim.neal@st-nicholas-birchington.kent.sch.uk

The named SEN Governor is Mrs Poppy Montgomery

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

We hold audits of staff training and areas of expertise which is used to highlight any training needs. Training at St-Nicholas takes many forms from whole school awareness around a particular need to individual training or coaching and mentoring.

Where a training need is identified we will endeavour to find a provider who is able to deliver it. Training providers we can approach are, Thanet Inclusion Support Service (TISS) , Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physio therapist. The cost of training is covered by the notional SEN funding and may be topped up by schools funding or offered by external agencies as part of their core offer.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

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.

Partnership with parents; parent's role in supporting their child

At St-Nicholas-at-Wade we value the support parents provide their children. We liaise closely with parents to ensure they can take an active role in their child's education.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at the School are invited to discuss the progress of their children on two occasions a year and receive a written report three times a year. In addition we are happy to arrange meetings outside these times. 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 of children on the SEN register three times a year.

If following this normal provision improvements in progress are not seen, we will contact parents 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 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.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

The arrangements made by The Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at The School

The normal arrangements for the treatment of complaints at The School are used for complaints about provision made for special educational needs. Please see complaints policy on our school webpage.

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 a Statement of SEN / EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by The School.

How The Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

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 eg NAS, SENCO forum, NASEN etc

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The following organisations provide 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:

Kent Parent Partnership Service (KPPS) 01622 755515 <http://www.kent.gov.uk/kpps>

Information Advice and Support Kent (IASK) iask@kent.gov.uk

Independent Parental Special Educational Advice <https://www.ipsea.org.uk/>

The School's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At the School 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. This will include visits by staff to observe the pupil in their current setting, discussions with the child, staff at the setting, parents/ carers and outside agencies.

We also contribute information to a pupils' onward destination by providing information to the next setting through SENCo transfer meetings and pupil case study notes.

Information on where the local authority's local offer is published.

The local authority's local offer is published on:

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

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

Approved by the GB on

Next review on