

St Stephens Junior School

SEN & Disability Policy/SEN Information Report

This policy is written in line with the requirements set out in the following documents:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Equality Act 2010

This policy was developed through consultation with members of the whole school community, including parents, teachers, governors and pupils.

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)*

The SEND Code of Practice (2014) identifies 4 broad areas of SEN. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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)*

Identification/Assessment/Provision

Identification and assessment

At St Stephens we formally monitor the progress of all pupils 3 times a year to review their academic progress. However, class teachers are assessing their children continuously so that any areas of difficulty for a particular child are identified swiftly. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This support will be tailored to match the pupil's needs.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Current assessment tools that the SENCO is able to use cover dyslexia, dyspraxia, speech and language, reading ability and phonic understanding.

If these detailed assessments conclude that additional resources and different approaches are required to enable the pupil to make better progress, then this will be put into place. The provision will be detailed on a class or individual provision map and these will be shared with parents. 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.

SEN categories

The old categories of 'school action,' 'school action plus' and 'statements' have been replaced with the introduction of the new code of practice in September 2014. These have been replaced with 2 new categories:

- SEN support without EHC (Education Health Care Plan)
- SEN support with EHC

A child will be identified as having 'SEN support without EHC' if in order for that child to progress we are providing special educational provision for the pupil which is **additional and different** to what is normally available.

If, despite the additional and different provision, a child is still not making expected progress, then the school will consider requesting an Education, Health and Care needs assessment.

Provision

As a school we believe high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. We make every effort to take into account the provision needed for frequently occurring special educational needs, for instance dyslexia, dyspraxia, speech and language needs, autism, 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, but we can access training and advice so that these kinds of needs can be met.

For those children who do require additional and different provision we offer a wide range of intervention and support. This intervention currently includes:

- Read write inc groups
- Speech and language support
- Beat dyslexia programme
- FIZZY
- Clever Hands
- Sensory circuits
- Handwriting programme
- Springboard maths groups
- SEAL groups/social skills groups
- Talking and drawing

Provision mapping

In order to monitor the effectiveness of the provision a child is receiving, it is recorded, tracked and evaluated on a Provision map. Each class will have a provision map, and in certain instances a child will have an individual provision map. All pupils with an EHC will have individual provision plans. All provision maps are updated three times a year, outlining progress that has been made or changes to provision where progress has not been made. The provision in place for a child will be shared with parents either in a meeting with the SENCO or during parent teacher consultations.

Evaluating provision

If on evaluating a child's progress the pupil has made good progress following the additional and different support, and it is felt this progress could be maintained without it, then the child will no longer receive the specialised provision. If the child is therefore no longer receiving anything additional and different then he or she will no longer be identified with special educational needs.

If the evidence on the provision map indicates that a 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 and the provision will remain.

If despite a lot of additional and different support, the pupil is still not making progress then we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

When any change in identification of SEN is made parents will be notified.

High needs funding

Where a child is receiving a high level of support, or requires a high level of support to be put into place in order to access the curriculum, then the school will consider making a request for high needs funding. This is an online application for those high needs pupils whose provision exceeds £6000 per annum. If secured, this funding will then be renewed annually if the support in place is still considered essential. Parents will be informed of this process and their consent sought.

External support services

If, despite prolonged high quality differentiated teaching and targeted intervention, a particular child is still not progressing in their area of need then the school may request the support of specialist outside agencies. This may be done through individual referrals or through the **LIFT** process.

The school works closely with a number of outside agencies who may offer additional advice and support for children with AEN. These agencies include:

- Speech & Language Therapy Team
- CAMHs
- CHATs school counselling service (a CHATs counsellor visits the school weekly to work with individually referred children)
- Specialist teaching service
- Paediatricians
- Occupational health
- School nurse
- SENCO network
- Social services

Other services have been referred to in the past, when a specific need has arisen.

Inclusion

All clubs, trips and activities offered to pupils at St Stephens are available to pupils with special educational needs. 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. It is only if we are advised, by a parent or external professional, that an activity is not suitable for a child to undertake that an alternative activity will be offered.

Training

At St Stephens we are a large school with a high turnover of staff. We understand the importance of ensuring all new staff receive up to date training related to special educational provision. This is delivered as part of their induction process.

Recent training undertaken includes:

- Read write inc programme for relevant TAS and teaching staff
- Behaviour training delivered by the specialist teaching service
- Dyslexia training delivered by the Canterbury Dyslexia Centre
- Draw and talk training for all TAs

In addition, specific teachers and teaching assistants have also received training in the areas of selective mutism, dyslexia screening, Makaton and speech and language.

Where a training need is identified beyond this we will find a provider who is able to deliver it.

Environment and resources

As a school we understand the importance of adapting the classroom environment for the needs of the children, including those with special educational needs. This may take into account:

- Seating arrangements
- Visual timetables and stimulus
- Dyslexia friendly whiteboard screens and printed resources
- TA deployment

In specific cases, external advisors may recommend the use of equipment or facilities which the school does not have. Wherever possible, the school will purchase the recommended equipment, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

As a school, we are always looking for ways we can improve our whole school environment to make it accessible for all pupils. The current areas of focus can be seen in the schools accessibility plan.

Complaints procedure

Any complaints regarding the SEN Policy or the provision made for children with Special Educational Needs should be addressed in the first instance to the class teacher or the SENCO. If parents need further advice or clarification, they are welcome to arrange a meeting with the Head Teacher. If however, parents are still concerned they may contact the governor responsible for SEN or the Chair of the governing body. The Kent Parent Partnership Service may also be of assistance.

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, 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.

Communication with parents and pupils

All parents are invited to discuss the progress of their children at twice yearly parent consultations and receive a written report 3 times per year. In addition we are happy to arrange meetings outside these times, either with the class teacher, SENCO or member of SMT.

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.

In the early years at St Stephens, parents are likely to play the more significant role in the consultation process of a child with special educational needs. However, when a child is in Year 5 or 6 it is hoped that they will take more responsibility for their own learning and be able to evaluate the provision they are receiving themselves.

Parental support

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: kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

Transition

Smooth transitions at both ends of the Key Stage are particularly important for children with special educational needs. Regular liaison takes place between the SENCOs of the Infant and Junior Schools to ensure continuity and address issues that may be of concern.

Where pupils transfer between schools or at the end of Key Stage 2, the contents of the child's individual SEN file are passed on to the next school. The SENCO, or a member of the

Year 6 team, will also attend the local transition meeting for vulnerable pupils in order to pass on specific details to the secondary SENCOs.

The local offer

As part of the new SEND requirements the local authority is required to publish a local offer. This sets out, in one place, information about the provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled, including those who do not have EHC plans.

Kent's local offer is published on www.kent.gov.uk

Admissions

The admission arrangements for pupils at St Stephen's does not discriminate against disadvantaged or disabled children or those with special educational needs.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

Further details on admission can be found in our Admissions Policy.

The current SENCO is Mrs Jo Sazant, who is a qualified teacher and has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award for SEN Co-ordination

The SENCO can be contacted through the school phone and e-mail address.

This policy should be read in conjunction with other linked policies, including our accessibility plan, disability equality scheme, behaviour policy and admissions policy.

J Sazant

June 2016

Approved by the Governing Body:

Next review due: June 2017