



St Peter's C of E Primary School

Growing together in Knowledge, Wisdom and Faith

SEN & Disability Policy

Kent model

Person Responsible for this Policy	SENCo
Governor Responsible for this Policy	SEN Governor
Team Responsible for this Policy	Equality, SEN and Pupil Welfare
Date Approved	Spring 2023
Season to be Reviewed by	Spring 2024
Policy Reference	PW04

St Peter's Church of England Primary School aims to provide a happy, secure and Christian learning environment in which every child can achieve academic and personal success.

The Governors and Staff of St Peter's Church of England Primary School believe our school policies help us to continuously improve the school and ensure that each child is valued and encouraged. We recognise that all children have potential and through the school policies we aim to create a caring and well-ordered environment in which our school family can learn and develop.

Being a Church of England Primary school means we embrace the following Christian Values, which guide all aspects of school life and underpin our school policies.

Joy

Friendship and Respect

Determination and Courage

Trust and Honesty

Kindness and Forgiveness

At St Peter's CEP School our Christian vision shapes all we do.

Growing together in knowledge, wisdom and faith

St Peter's school is centred upon the love and teaching of Jesus. We inspire children to grow in the knowledge of God and his world, and to live in wisdom and faith. We nurture each pupil so that they can make the most of their God-given gifts and skills and be fruitful members of the community. Matthew 12 v 33 teaches us that "To have good fruit you must have a healthy tree; if you have a poor tree, you will have bad fruit. A tree is known by the kind of fruit it bears."

This policy was created with the school's vision at the heart of it with particular reference to the fostering of highly inclusive cultures having complete regard for the educational progress, personal development and well-being of **every** child.

This policy was developed with the teachers, representatives from amongst our teaching assistants, representatives from our parents, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

This policy should be read in conjunction with the following school policies: Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy, Homework Policy, Complaints Policy and the Anti-bullying Policy.

The SENCo at St Peter's CEP School is Mrs Vicky Jenner, who is a qualified teacher and has completed the National Award for SEN Co-ordination (July 2020).

Mrs Vicky Jenner is available on 01892 525727 or senco@st-peters.kent.sch.uk

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, p16)*

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, p16)*

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

At St Peter's CEP School, we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance learning difficulties, such as dyslexia, slow processing or poor working memory; speech, language and communication needs; behaviour difficulties; social, emotional and mental health issues; sensory and physical difficulties, such as dyspraxia; autism and ADHD. 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.

The school also currently meets the needs of the pupils with an Education, Health and Care plan¹ with a range of Communication and Interaction, Cognition and Learning, SEMH and Sensory and Physical needs. This includes one child with Visual Impairment. Between September 2019 and July 2021, the school met the needs of a pupil with an Education, Health and Care plan with the following kind of special need: Main Need: Severe Learning Difficulty and Additional Need: Communication and Interaction Difficulties. 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.¹

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

At St Peter's CEP School, we monitor the progress of **all** pupils at least 3 times a year to review their academic progress; this is done as part of our Provision Mapping meetings. We also use a range of assessments with pupils at various points:

- Speech Link
- Language Link
- Baseline on entry into Reception
- Y1 phonics screening
- Phonics assessments throughout the year in Year R – 2 as necessary
- Reading age test through the use of Accelerated Reader (Year 2 to Year 6)
- Assessment against age-related expectations for reading, writing and maths
- NFER CATs tests in Year 5
- End of KS1 and KS2 SATs

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. Extra support is provided through Provision Mapping and includes such things as:

- Language Link and Speech Link interventions.
- 'I need help Maths/English', which addresses specific gaps in children's understanding and misconceptions.
- Handwriting/Fine motor skills.
- Punctuation or grammar skills.
- Sensory Circuits.
- Securing calculation / arithmetic skills.
- Lego Buddies.

¹ *From 2014 Education, Health and Care (EHC) plans will start to replace Statements of special educational needs. EHC plans will focus on what a child or young person wants to achieve and what support is needed to do this. EHC plans will be for children and young people who have a special educational need or disability that cannot be met by support that is usually available in a school or college.)*

- Spelling groups.
- Phonics booster groups through the Little Wandle Phonics Programme.
- Priority Readers.

Some pupils may continue to make insufficient 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. At St Peter's CEP School, we are experienced in using the following assessment tools:

- Language Link
- Speech Link
- Little Wandle Phonics Assessment
- Dyslexia portfolio screening Test
- Pupil Voice
- Boxall Profiling
- The Sandwell Maths Assessment
- Dyscalculia Screening

We also have access to external advisors such as the Educational Psychology Service, Speech and Language, Occupational Therapy and the Specialist Teaching and Learning Service who are able to use a wide range of assessment tools particular to their area of expertise.

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, put into a SEN support plan/Provision Mapping and reviewed regularly, and refined/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 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 made 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. Appropriate information will also be available to other adults who may work with the children, e.g. supply teachers and reading volunteers through notes in the class register box, notes at the front of class reading folders, class SEN Folder and as appropriate in supply teacher handbooks.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a How the school evaluates the effectiveness of its provision for such pupils

For children on the SEN register, reviews of the SEN support plan / Provision Mapping will take place at the end of each seasonal term and 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. Evaluation of the effectiveness of provision will be an on-going process involving the Headteacher, teachers, TAs, the SENCo and

Governors and will be discussed as appropriate at SLT meetings. The SENCo will meet 3 times a year with the parents of every child on the SEN register; in the Autumn and Spring Term this will be during the parents' consultation and in the Summer Term this will be an additional meeting with the teacher.

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. The collation of all annual review evaluations of effectiveness will be reported to the governing body through the SEN Governor's final report to the Full Governing Body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

The *SEN Code of Practice (2015, 6.17)* describes less than expected progress given a child's age and individual circumstances 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

Every pupil in the school has their progress tracked formally 3 times per year and this is discussed at Pupil Progress Meetings (at the end of Term 2, 4 and 6). In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at St Peter's CEP School and their location within school is included in the Appendix of Assessments at the end of this policy. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan/provision mapping will be reviewed and adjusted.

3c 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. 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)

In St Peter's CEP School, the quality of teaching is judged to be outstanding. (OFSTED Inspection March 2014).

We follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice, and these can be found at:

[The Mainstream Core Standards - KELSI](#)

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments. These include:

- One to one tutoring delivered by qualified teaching staff

- One to one or small group support delivered by Teaching Assistants
- Precision teaching
- Mentoring
- Collaboration with other schools
- 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 (where applicable) through High Needs Funding.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs:

At St Peter's CEP 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 and these have been implemented by the school:

- They have ensured that the new school building is compliant and accessible to all.
- Use of CPD for teachers and teaching assistants led by professionals such as the Specialist Teaching Services Outreach Support.
- Develop staff awareness (both teaching and support staff) regarding Social, Emotional and Mental Health (SEMH) of our pupils. This includes input on identifying when a pupil is showing signs of requiring support for SEMH as well as approaches and interventions that can be implemented. Staff training for Teaching Assistants run by SENCo has included recognising SEMH needs linked to SEN and vulnerability and training on the zones of regulation. The SENCo has completed the DfE funded Mental Health training for Senior Leaders provided by Creative Education.

3e 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 that the quality of teaching is 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 a full list of the interventions we can offer is on our provision maps. In 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, and above that amount the Local Authority should provide top up to the school through the High Needs Funding system.

3f 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 St Peter's CEP School 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 provide additional adult support and/or appropriate resources to enable the safe participation of the pupil in the activity.

3g support that is available for improving the emotional and social development of pupils with special educational needs:

At St Peter's CEP 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 assemblies, learning partners, PE, learning habits and growth mindset and indirectly with every conversation adults have with pupils throughout the day through the use of strategies such as Emotion Coaching.

For some pupils with the most need for help in this area we also can provide the following: access to a counsellor, time with a play therapist, time with a member of staff trained in talking and drawing/talk time support, time with member of senior leadership team, external referral to CYPMHS, time-out space for pupil to use when upset or agitated and social communication groups tailored to specific needs.

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.

We also actively support the whole family when appropriate through Early Help. Access to Early Help is intended to be straightforward and timely and follows a process of notification, assessment and planning with defined actions and outcomes. All Early Help interventions are expected to be time limited and monitored carefully to achieve a positive outcome for children, young people and families.

4 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

All teachers and teaching assistants have been on a wide variety of awareness training, including some of the following:

- Sensory Circuits
- ASD Awareness
- Lego Therapy
- Supporting children with Memory difficulties
- Anxiety Awareness
- Talking and drawing
- Circle of Friends
- Cognitive Behaviour Therapy approaches
- Selective Mutism
- Dyslexia Awareness
- Dyscalculia Awareness

Where it is appropriate, the school provides whole school training but on occasions selected staff will attend training and will then pass on information gained at the training in a TA or staff meeting.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Broomhill Bank School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist and the Specialist Teaching and Learning Service. The cost of training is covered by the notional SEN funding.

5 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.

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

As set out in Section 3 all parents of SEN pupils at St Peter's CEP School are invited to discuss the progress of their children with the SENCo on 3 occasions a year and at these meetings their child's provision, targets and outcomes will be discussed. 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 and the provision given will be shared with parents.

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.

The SLT meet in July each year to make a decision about any children who should be added on to the SEN register, including children in reception. The child's parents will then be informed of this and the 3 formal meetings involving the SENCo will then begin the following academic year.

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.

7 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-centered 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.

8 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 St Peter's CEP School are used for complaints about provision made for special educational needs. We encourage parents to

discuss their concerns with the Class teacher, SENCo or Headteacher 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 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.

9 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:

- a) Free membership of LIFT for access to specialist teaching and learning service
- b) 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
- c) Ability to make ad hoc requests for advice from Communication, Behaviour Support and Assistive Technology Team, etc
- d) Membership of the local network of SENCOs / Attendance of local Additional Education Needs forum meetings.
- e) Attendance of Local Collaborative Trust SENCo meetings.

10 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)

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. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

[Contact our special educational needs and disability teams - Kent County Council](#)

11 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 St Peter's CEP 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 may involve the SENCo visiting the pre-school setting, joint meetings with any outside agencies involved with the child and accessing appropriate training for a specific need if necessary.

We also contribute information to a pupils' onward destination by providing information to the next setting. All information regarding SEN children held at school will be transferred to the child's onward destination, telephone conversations may be had in order to pass on appropriate information and meetings may be arranged with the parents between the SENCo at St Peter's CEP School and the SENCo at the next setting.

12 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 should make an appointment with the SENCo for support to gain the information they require.

The local offer provides information on a number of things, including:

- a) special educational provision;
- b) health provision;
- c) social care provision;
- d) other educational provision; and
- e) travel arrangements for children and young people to schools, colleges and early years education

Appendix of Assessments

- Dyslexia portfolio screening Test (The Discovery Room)
- Dyscalculia Assessment – Junior (The Discovery Room)
- Sandwell Maths Assessment (The Discovery Room)
- Reading Age Test Holborn, Salford and YARC (The Discovery Room)
- Personalised Learning for Reading PLR (The Discovery Room)
- Language Link and Speechlink On-line assessments - username and password available from SENCo
- Pupil Voice (The Discovery Room)