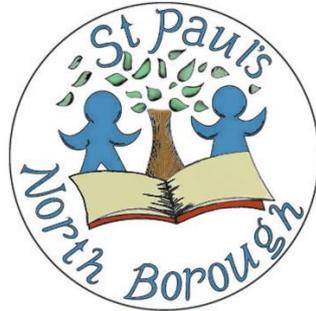


St Paul's Infant School



Special Educational Need & Disability (SEND) Policy 2023-2024

Member of Staff Responsible	Mrs R Forrest
Position	SENCo
Dated	September 2023
Date of next review	September 2024

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- 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,

Safeguarding Policy,

Intimate Care Policy,

Medical Care Policy,

Complaints Policy

Accessibility Plan

This policy was developed with parents and carers in the school and the senior leadership team 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 (2015, p 15)

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 St Paul's Infant School

At St Paul's Infant School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. (For example; dyslexia, dyspraxia, speech and language difficulties, autism, Asperger's syndrome, learning difficulties and behaviour difficulties). There are other kinds of special educational need that 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. We can also meet the needs of pupils for whom an Education, Health and Care Plan has been granted, if a mainstream setting is deemed appropriate for the child 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.

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

At St Paul's Infant School, we monitor the progress of all pupils four times a year to review their academic progress. The SENCo and members of the Senior Leadership Team monitor the academic progress of all pupils through data analysis and discussions with teachers at pupil progress meetings. In addition to this we hold Achievement Team Meetings throughout the year where teachers are able to discuss individual children or groups of children using a solution focused approach. We also use a range of assessments with all the pupils at various points e.g. Language Link, Speech Link, Read, Write Inc Assessments, phonics screening checks, Lucid Cops and LIFT diagnostic assessments.

In line with the SEN Code of Practice 2015 (p.95), the first response to concerns surrounding a child's lack of progress should be high quality teaching targeted at their areas of weakness. 'Where progress continues to be less than expected, the class or subject teacher (working with the SENCO) should assess whether the child has SEN' or requires additional intervention to accelerate progress. These interventions could include small group numeracy and literacy support, reading interventions, speech and language support, EAL intervention groups, phonics and handwriting. This list is not exhaustive.

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 difficulty. At St Paul's Infant School we are experienced in using the assessment tools including Language and Speech Link, Lucid Cops, BPVS (British picture vocabulary scales), EVT (Expressive Vocabulary Test), Ravens verbal and non-verbal tests, Portage and the Boxall profile. As a school, we use the Mainstream Core standards to assess a child's needs. These are C&L (cognition and

learning), C&I (communication and interaction), SEMH (social, emotional and mental health) and P&S (physical and sensory impairment). As a school, we have access to external advisors including educational psychologists, the specialist teaching and learning service, speech and language therapists, school nurse, paediatricians, occupational therapists, physiotherapists and specialist counsellors.

The purpose of this more detailed assessment is to understand what additional resources or adaptations are required to enable the pupil to make progress. Interventions deemed necessary will be implemented for a set period of time. At the end of the intervention, children's progress is reviewed and the intervention continued, changed or adapted to ensure optimal impact. 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. We will produce personalised plans for the children identified on the SEND register, which are reviewed with parents and the children themselves, three times a year.

If the pupil is able to make good progress using these additional resources (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 resources, he or she will not be identified with a special educational need. If there is any change in SEND status, parents will be notified.

We ensure all teachers and support staff working with children are aware of the support to be provided and the teaching approaches to be used.

3 Information about St Paul's Infant School's policies for making provision for pupils with special educational needs whether or not they have EHC Plans

a) How St Paul's Infant School evaluates the effectiveness of its provision for such pupils

The SEN Code of Practice (2015, 6.17) describes inadequate progress as:

- 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

Children on the school's SEND register have personalised plans generated by class teachers three times a year. The plans state the child's specific SEND needs, outcomes, Quality First Provision and identifies all provision in place for the child. The SENDCo and teachers review personalised plans three times a year with the parents. These plans are monitored by the SENCO and leadership team at pupil progress meetings. Inadequate progress, and appropriate action moving forward, is discussed with the teachers at pupil progress meetings.

For those pupils with an Education Health Care Plan, annual reviews are held with parents and all professionals involved with the child, to evaluate the effectiveness of additional provision.

b) St Paul's Infant School's arrangements for assessing and reviewing the progress of pupils with special educational needs

Progress of every pupil in the school is tracked three times a year. Pupils with special educational needs may have more frequent assessments corresponding to the provision in place for them. This ensures we are able to monitor the impact of the provision and make adaptations when required to ensure success. For more information regarding the assessments used at St Paul's Infant School, please refer to the list in section 2. By using these assessments, we will be able to ascertain if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress, the personalised plan will be reviewed and adjusted accordingly.

c) St Paul's Infant 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' (DfE/DoH 2015: 6.37).

At St Paul's Infant School, the quality of teaching is judged to be good.

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

[Mainstream Core Standards](#)

[Parents' guide to 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. speech and language intervention, RWI tutoring, small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

d) How St Paul's Infant School adapts the curriculum and learning environment for pupils with special educational needs

At St Paul' Infant 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 by professionals and the strategies identified in Education Health Care Plans.

e) 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 and to ensure sufficient resources are available to children identified as SEN support. The amount of support required for each pupil to make good progress will be different in each case and tailored to the needs of each individual child. 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 funding to the school. If the cost of support exceeds £6000, the school can make a High Needs Funding (HNF) application to the Local authority.

f) How St Paul's Infant 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 Paul's Infant School are available to pupils with special educational needs, with or without an Education Health Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of all pupils in these activities.

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

At St Paul's Infant 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 (PHSE lessons) and core learning skills, and indirectly within every conversation.

For some pupils, with the most need for help in this area, we can also provide the following: time-out space for a pupil to regulate their emotions, bespoke strategies to co-regulate alongside pupils, and the use of Social Stories. There are also specific interventions such as: Lego Therapy, Theraplay, Intensive Interaction and Bucket

For SEN children with severe social and emotional needs, the school can make referrals for external support from Early Help, CAMHS (Children and Adolescent Mental Health Service), and the Specialist Teaching and Learning Service (STLS) via LIFT. As a school, we buy into Play Therapy for specific children with the most need which provides them with a minimum

of a block of 10 sessions. Forest School also provides children with SEMH difficulties with a lunchtime provision.

Pupils in the early stages of emotional and social development, due to 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.

4 The name and contact details of the SEN Co-ordinator

The SENCo at St Paul's Infant School is Mrs Rebecca Forrest, who is a qualified teacher and has been accredited with the National Award for SEN Co-ordination.

Mrs Forrest is available on 01622 753322 or rebeccaf@st-pauls-maidstone.kent.sch.uk to discuss any concerns or queries you may have regarding special educational needs.

Mrs Forrest leads the Inclusion Team:

- Mrs A Ovenden (SENCO Assistant),
- Mrs J Robinson (Family Liaison Officer),
- Miss E Cackett (EAL Teacher and ECT Mentor)
- Mrs D Davey (Pupil Premium Champion and RWI Lead)
- Mrs C Thomas (Pupil Premium Champion and RWI Lead)

The nominated governor for Inclusion is Mr W Burke.

5 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 support staff have participated in CPD training in the following areas:

- Child Protection / Safeguarding
- RWI Phonics
- Attachment / Anxiety / ACE Awareness
- Behaviour management and de-escalation techniques

Support staff complete CPD to become specialist in their preferred area of interest or need displayed in the school. We have staff trained to support in the following areas:

- Autism including PDA
- ADHD
- BEAM
- Bereavement
- Bucket Time

- Communicate in Print
- Distinguishing the difference between EAL and SEN
- Dyslexia Awareness
- Developmental Co-ordination Disorder
- Forest School
- Hearing Impairment
- Language for learning
- Lego therapy
- Mainstream Core Standards
- Nurture
- Portage
- Precision monitoring
- Read Write Inc Phonics
- Selective mutism
- Sensory circuits
- Social Stories
- Speech Sounds
- Supporting children with speech and language difficulties in the classroom
- The incredible 5-point scale

CPD is identified via the appraisal process. The SEND Team regularly reviews training required via monitoring procedures (observations, data analysis, pupil progress meetings and discussions with staff) to ensure confidence and knowledge is up to date. This also encompasses the training needs of all staff in relation to the evolving needs of pupils within the school. Training providers include: Five Acre Wood School, Bower Grove School, Educational Psychologists, Speech and language therapists, play therapists and the specialist teaching and learning service. The notional SEN funding covers the cost of training.

6 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. It may be deemed appropriate to apply for additional High Needs Funding if the cost exceeds £6000 notional funding per pupil.

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

All parents of pupils at St Paul's Infant School are invited to discuss the progress of their children at Termly Learning Conferences with the class teacher as well as the SENCo twice a year. They receive a report on their child's academic attainment levels twice a year and a written report at the end of the academic year. In addition to this, staff 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 Whole Class Provision Plan. Teachers will share any interventions children are receiving at Termly Learning Conferences. Provision for children on the schools SEND Register will be shared with parents three times a year via personalised plans.

If a child does not progress following interventions put in place, we will use internal or external assessments which will help us to ascertain the children's needs better. Following these assessments, it may be deemed appropriate to put in place specialist intervention and name the child on the schools SEND register. Parents will be actively supported to contribute to the assessment, planning and review process.

In addition to this, parents of pupils with an Education Health Care Plan will be invited to contribute to and attend an annual review, which will include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil and parents will be consulted when target setting. Parents play a significant role in this process at Infant school. All pupils in KS1 are actively supported to talk about their learning by their teachers at Termly Learning Conferences and parents are encouraged to bring their child to discuss the extra support they receive in school when meeting with the SENCo or SEND Team.

9 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 Paul's Infant School are used for complaints about provision in relation to special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or 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 Care plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

10 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
- Access to local authority's service level agreement with Speech and Language Therapy Services, Occupational Therapy Services and Physiotherapy Services for pupils with requirements for direct therapy or advice
- Ability to make requests for advice from Communication and Assistive Technology Team, etc.

11 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

Office: 03000 412412

E-mail: iask@kent.gov.uk

12 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 Paul's Infant 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. These arrangements include; teachers contacting all Early Years providers to gather information about the pupil or pupils in their setting, visits to the most vulnerable pupils in their pre-school setting, all parents are invited to a Transition Meeting and all pupils to a meet the teacher session in school. The parents of pupils already open to STLS are invited to an individual transition meeting between the pre-school, teacher, parent, SENCo and STLS. Social Stories are shared with all pupils and home visits are arranged for all pupils before they start school.

We also contribute information to pupils' onward destination by providing information to the next setting following guidelines set out by the General Data Protection Regulation (GDPR) 2018. This includes providing detailed information including attainment levels, Whole Class Provision Plans and Personalised Plans. The SENCo from NBJs is invited to Year 2 Annual Reviews for pupils with an EHCP and Pupil Progress in Term 5. For certain pupils including those in receipt of High Needs Funding and/or open to STLS individual transition meetings are held in Term 6 between Year 2 and 3 class teachers, SENCos from both schools, parents and STLS (if involved). Year 2 and 3 teachers meet to discuss all children in their classes and St Paul's and NBJs SENCo meet to discuss all children on the SEND Register. SEN files are sent securely with tracking data or hand delivered.

13 EAL and SEN

Where an EAL child is showing possible signs of SEN, we use the guidelines issued by ISSK (Inclusion Support Service Kent) to help us to distinguish between early language acquisition and special needs. This process always begins with information obtained by the parent / carer during discussion and will look at the child's early development and language acquisition of their first language in the context of the child's family history, length and type of previous schooling and cultural background. Observations, alongside language and cognitive screenings may be undertaken. These may be conducted in the child's first language when necessary. Results of these screenings then inform the planning of additional support for the child where it is required. This will be closely monitored by the class teacher and the EAL Co-Ordinator and progress discussed with the parent/carers. If progress continues to be limited despite targeted intervention, the SENCO may then refer to outside agencies, with parental consent, and/or add the child to the SEN register, with appropriate support. School will provide an interpreter for pre-arranged meetings with parents when deemed appropriate

14 Information on where the local authority’s local offer is published

The local authority’s local offer is published on the following website address <http://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.

Approved by the GB on

Next review: September 2024