

# St Paul's Infant School



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## Special Educational Needs Policy and SEN Information Report 2019-2020

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Member of Staff Responsible	Mrs R Forrest and Mrs Sarah Aldridge
Position	Inclusion Manager and Deputy Head Teacher
Dated	January 2020
Date of next review	January 2021

St Paul's Infant School

## SEN&D Policy and Information Report

Issued in September 2014

SENCO- Mrs R Forrest

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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
- Schools SEN information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing the SEN Information Report).
- 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 2013.
- Teachers Standards 2012.

This policy should be read in conjunction with the following school policies: *Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Intimate Care Policy and Medical Care Policy, Accessibility Policy.*

This policy was created by the School's Inclusion Manager, The Inclusion Governor, Head Teacher, The Senior Leadership Team and parents of pupils with SEND, and will be reviewed annually.

### **What is the 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)*

### **What kinds of special educational need children do we have at St Paul's Infant School?**

At St Paul's Infant School ( from here on in known as 'The School') we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or updated Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's Syndrome, 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.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in discussion with the school.

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.

## How do we identify and make an assessment of pupils with SEN?

At St Paul's Infant School we monitor the progress of all pupils six times a year to review their academic progress. In addition to this we hold Achievement Team Meetings every three weeks where teachers are able to discuss individual children or groups of children using a solution focused approach. Student and Family Support Meetings are also held termly where the most vulnerable pupils are discussed and future actions are planned for by the Student and Family Support Team. We also use a range of assessments with all the pupils at various points e.g. all children are assessed using Language Link during their Foundation Year. In year 1 and 2 various assessments are used including Read, Write Inc Assessments, phonics screening checks, Speech Link, Lucid Cops, Lucid Ability, Language for Learning and LIFT diagnostic assessments.

## What support /interventions do we currently provide?

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.

Examples of extra support are:

Identified Need	Intervention Offered
Fine motor skills	Clever Fingers, Handwriting support.
Gross Motor Skills	BEAM, Sensory Circuits, Writing Slopes.
Social Interaction	THRIVE, Lego Therapy, Nurture and Worry Book Work.
Precision Monitoring	Sound, Word and Number recognition
Mathematical Understanding	Precision Monitoring, Carpet Club, Gap Interventions.
Phonics/Reading	Precision Teaching and Read, Write Inc Tutoring, 1:1 Reading.
Literacy	Colourful Semantics, Communicate in Print, White Boards, Yellow Line Writing, Shared and Modelled writing, Talk Boards, Precision Monitoring, Writing Packs.
Concentration and Listening	Memory Magic, Lego Therapy, Fiddlers and support cushions, weighted objects. Screens to work behind or work stations. Brain Gym and Sensory Breaks.
Processing and following Instructions	Whole Class Visual timetable, Now and Next Boards, Task Boards, Seating plan, visual prompt cards. Short Term Memory Programme.
Visual Disturbances	Visual stress Assessment, Coloured Overlays and coloured paper to write on and read from.

Please see Appendix 2 for more information

### **How do we come to the conclusion that a child may be SEN and placed upon our SEN register?**

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.

At St Paul's Infant School we are experienced in using the following assessment tools:

- Main Stream Core Standards /Best Practice Guidance for Early Years
- Lucid Cops and Lucid Ability
- Language for Learning
- Boxall Profile
- THRIVE
- British Picture Vocab Scale
- Ravens
- Expressive Vocab Test
- Speech link and Language Link
- We have access to external advisors who are able to use a range of more detailed assessment tools, including specialist teachers, Educational Psychologists, Speech and Language therapists and Occupational therapists.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress and overcome any barriers to learning that they may face.

These results will be shared with parents. Then if required an SEN provision plan will be created. This will be developed jointly with the parents and class teachers. (The SENCO is available to provide support and advice).The plan will be reviewed regularly, 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 what is normally available. Parents will have become aware of this through meetings and discussions. Once a child is placed on the schools SEN Register parents or Carers will receive a written letter informing them of this decision and the category of the SEN Register that their child has been placed.

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 no longer be identified as having SEN. When any change in identification of SEN occurs parents will be notified. At the start of every academic year even if a child remains on the SEN Register then letters are sent to Parents to inform them that this is still the ongoing case.

At our school 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:**

**How do we evaluate the effectiveness of our 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 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 the child and their peers
- Widens the attainment gap

For pupils with an EHC 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, led by the SENCO.

For children who are identified as SEN but who do not have an EHC Plan, a whole class Provision Plan will be created three times a year in conjunction with the parents, class teacher and SENCO. These will be reviewed and new targets set at regular meetings.

Children who have been receiving regular interventions from the Class Teacher/ Teaching Assistant or Learning Support Assistant will have the progress monitored at

the end of every session. At the end of the block of support the impact of the intervention will be assessed to see whether it has helped improve the child's outcomes within class sessions.

### **What are our arrangements for assessing and reviewing the progress of pupils with special educational needs ?**

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of the impact of the interventions or support they are receiving. The assessments we use at St Paul's Infant School are shown above under the section ' What Provision and Interventions are used at St Paul's' . By using these it will be possible to see if pupils are increasing their level of skills in key areas and see how they are progressing with specific targeted support.

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

### **What is 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 Paul's 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 in the *SEN Code of Practice (2014, 6.37)*

At St Paul's Infant School the quality of teaching was judged to be Good in our last Ofsted inspection (June 2016)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In The Foundation Stage we use the Best Practice Guidance in the Early Years Audit Tool. These are completed by the class teachers to ensure that all elements of support have been considered. The SENCO also monitors regularly to ensure that all classes and classrooms are 'fully inclusive' and provide the correct range of resources to ensure all children are able to achieve to their maximum capability.

### **How does St Paul's adapt the curriculum and learning environment for pupils with special educational needs ?**

At St Paul's 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 as a result of assessments, both internal and external, and the strategies described in EHC Plans. The SENCO attends LIFT Meetings and AEN updates to ensure she has up to date knowledge of effective strategies as well as a support network for solution focused problem solving.

### **What additional support for learning 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 to Outstanding 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 current list of the interventions we can offer is shown on our school Provision Map.

In a very few cases a very high level of resources are required. The funding arrangements require schools to initially provide up to £6000 per child/ per year of resources for pupils with high needs. Above this amount schools apply to the Local Authority to provide top up to the school. The amount spent is calculated and shown on individual SEN programmes of support. These are submitted when asking for additional funding.

This academic year we are providing 2 Learning Support Assistants to help ensure that two children are able to receive a fully inclusive education with 1:1 support.

### **How does the school enable pupils with special educational needs to engage in activities in 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 either with or without an EHC Plan. Where it is possible, 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. When clubs are run out of school hours in certain cases we may ask the parents to support their child.

### **What support 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 encourage all pupils to develop emotional resilience and social skills, through direct or indirect teaching for example;

- Learning and Life Skills
- With every conversation adults have with pupils throughout the day.
- Small group interventions over a period of weeks.

As an Infant school all staff have a very unique relationship with the children and there is a strong sense of trust and compassion. The children are encouraged to value one another at all times.

For some pupils with a high need in this area we also can provide the following:

- An external referral to Young Minds.
- A Time-out space for pupil to use when upset or agitated.
- THRIVE/Nurture Sessions
- Individual Support from a Pastoral Teaching Assistant.
- Social Stories.

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, to pupils without SEN. This can be met through small group and individual sessions. Children's emotional needs are often assessed using THRIVE or the Boxall Profile. All children in school are screened twice a year by class teachers to create a class THRIVE profile and individual pupils whose scores do not meet the required threshold have an individual profile created for them with targets and will receive time with the Pastoral Teaching Assistant.

### **Who is the SEN Co-ordinator and how can I contact her?**

The SENCO at St Paul's Infant School is Rebecca Forrest. She is a qualified teacher and holds the National Award for SEN Co-ordination accreditation.

Mrs Rebecca Forrest is available on 01622 753322 or [rebeccaf@st-pauls-maidstone.kent.sch.uk](mailto:rebeccaf@st-pauls-maidstone.kent.sch.uk)

### **What is the current expertise and training of staff in relation to children and young people with special educational needs ?**

All teachers and teaching assistants have a variety of different training and expertise including:

- Autistic Spectrum Disorder Awareness
- Understanding the New Code of Practice.
- First Aid training

- Child Protection Training
- Dyslexia Awareness,
- Attachment Disorder awareness
- Sensory Circuits
- Communicate in Print
- Social Stories
- Dyscalculia Awareness
- Lego Therapy
- BEAM
- Speech and Language Therapy Support
- MAKATON
- Administering specific medicine
- THRIVE
- Read, Write Inc

#### **How will specialist expertise be secured?**

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: Five Acre Wood, Bower Grove School, Ridgeway School, Educational Psychologist, Speech and Language therapist, Occupational Therapists, Physio Therapist, Dyslexia specialists. The cost of training is covered by the school's allocated SEN budget, including additional resources required.

#### **How will the equipment and facilities to support children and young people with special educational needs 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. The school will do it's best to purchase all necessary equipment or borrow from other schools/facilities where appropriate.

#### **What are 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 on several 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 evaluated and created three times a year. If a child is identified as needing some extra support their parents will be informed by letter about the provision and what it will involve. Should progress still be slow or limited then the class teacher will review their concerns with the child's parents and SENCO. Discussions will be had with the parents about the use of internal or external assessments which will help us to address/ understand their needs more fully. (See section on identifying SEN). At this point, individual SEN support plans will be devised. These follow a 'plan, do and review process' in which parents/ children and class teachers are fully involved. (See section on reviewing SEN)

Parents and children are also encouraged to be fully involved in each review and the class teacher and SENCO are happy to make appointments to discuss these at any time during the year.

In addition to this, parents of pupils with an 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 from these agencies will always be shared with the parent as well as the school.

### **What are the arrangements for consulting young people with special educational needs about, 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 will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents will play a more significant role in the childhood years with the young person taking more responsibility and so thus are able to act with greater independence in later years.

All pupils will give their opinion when reviewing their individual support plan. The pupils will then be asked to think of a target to add to their new plan with help from their parent considering their young age.

### **What are 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 ?**

We encourage parents to discuss their concerns with the Class teacher initially and then the SENCO and then the Headteacher to resolve the issue before making the complaint formally 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 EHC Plans, 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 does the governing body involve 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 pupils with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc

### **Which Governor is responsible for SEN?**

**The Link SEN Governor is: Mrs Dee Bremerkamp**

The Link Governor meets regularly with the SENCO to review and monitor SEN provision provided at St Paul's Infant School. She works closely with the SENCO through joint monitoring observations and discussions. This is then reported back to the Governing Body.

### **What are 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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

### **What are the school's arrangements for supporting pupils with special educational needs in transferring between Pre-school and St Paul's and St Paul's and Key Stage 2?**

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 ensure the transfer is as seamless as possible. The Early Years teachers visit as many children in their pre-school setting as possible, where this is not possible, they will contact the setting to gain information about the child. Should there be a child about whom there are concerns then further visits will be made. Discussions and visits will also be had by the SENCO and the new teacher. Parents of new entrants 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.

Transition sessions are provided for 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 ready for their time at St Paul's. These sessions are supported by the child's current Pre-School key worker where possible and appropriate. They can include a play time, a lunch time and several visits into the classroom and school setting.

We also contribute information to a pupil's onward destination by providing information to the next setting. Most of our children move onto North Borough Junior School, where strong links are already established between the schools. However links will be made with whichever school the child was transferring to. Parents have the opportunity to meet the new SENCO before their child starts school. In some cases Mrs Forrest would arrange meetings for parents, both SENCOs and staff to be present. All information is shared and the children have their own individual transition programmes if required.

**Where will I find the local authority's 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.

Approved by the GB on .....

Next review on .....