SEN policy and information report

East Stour Primary School

Approved by:	Emma Francis	**Date:**	September 2024
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Emma Francis

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the three-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO and SEN Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will ensure that all children will have a clear transition and it will be shared with parents and pupils.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- SEMH: Human Givens therapy, Clay therapy, Emotional regulation, Lego therapy, Rainbow Room, Forest School, Timpani, Nurture, Anxiety and Anger Gremlin, Calli time
- C&I: Speech Link groups, Emotional regulation, Zones of Regulation
- C&L: Precision Teaching, Memory Fix
- P&D: Sensory Circuits, Fizzy/Clever Hands

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, environment and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

All teaching assistants who are trained to deliver interventions to support all children with need.

Teaching assistants will support pupils on a 1:1 basis when children require intensive support to access the curriculum and address barriers to their learning.

Teaching assistants will support pupils in small groups when children may need additional support to access the curriculum and address barriers to their learning.

We work with the following agencies to provide support for pupils with SEN:

- Occupational Therapy
- Physiotherapy
- Speech and Language
- Educational Psychology
- Specialist Teaching and Learning (STLS)
- Early Help

5.9 Expertise and training of staff

Our SENCO has 3 years experience in this role and has worked as a teacher before this.

They are allocated 5 days a week to manage SEN provision.

We have a team of 25 support staff, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

East Stour SEND team:

Amanda Crowhurst: SENCO Assistant

Judy Young: Specialist Pastoral Lead

Judie Steele: Specialist Speech and Language Lead

Jo Chapman: Pastoral Assistant

Heather Woodcock: Specialist Inclusion Advisor

We use specialist staff for Music Therapy

5.10 Securing equipment and facilities

We work closely with Occupational Therapy to ensure that all equipment is provided and its condition monitored in school.

We work with parents to ensure all equipment that is provided can also be accessed at home for home learning if needed.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires and pupil voice
- Monitoring by the SENCO and the SEN team
- Using personalised plans and tracking data to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Attending PPR reviews to discuss concerns and highlight children who may not have made progress

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs where available.

- All pupils are encouraged to go on our residential trip in year 6.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We support children with disabilities by:

- Arrangements for the admission of disabled pupils and holding a team around the child meeting.
- Ensure that all pupils with a disability have a risk assessment and PEEP and that their classroom and access to all areas of the school is provided
- Disabled pupils in the school will have access to self-care facilities

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are supported during lunchtimes to develop social interaction skills and work in a team etc.
- Steps are taken by class teachers to discuss disability, hidden disability and to have inclusive classroom practice.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works closely with Health and Social Care to ensure that pupils and families are supported.

- Team around the child meetings ensure the pupils and family's needs are met
- Working with the local authority to ensure provision in school is correct
- Ensuring that outside agencies are involved in reviewing provision and annual reviews for children with EHC plans.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

5.16 Contact details of support services for parents of pupils with SEN

The school encourages parents to contact the school if they have concerns about the progress of their child.

The school encourages parents to contact a health professional if there are medical concerns for their child.

- Parents can look at the local offer for advice and information: https://www.kent.gov.uk/education-and-children/special-educational-needs

- Health information for school aged children: https://www.kentcht.nhs.uk/service/school-health/faqs-for-parents/
- https://www.kentcht.nhs.uk/service/school-health/primary-school-aged-four-to-11/

5.17 Contact details for raising concerns

Emma Francis (SENCO): efrancis@east-stour.kent.sch.uk
SEN Team: SEN@east-stour.kent.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here: :
https://www.kent.gov.uk/education-and-children/special-educational-needs

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Francis (SENCO) **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions