



SEN & DISABILITY POLICY
SEN INFORMATION REPORT

Approved by: Full Governing Body Date: 7.12.2021

Reviewed: December 2021

Next review due : December 2022

**At St Peter's we believe that all our Christian values stem from Love;
the Love that God has for us, that we have for God and that we show each other.**

SEN & Disability Policy/SEN Information Report

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/Discipline Policy, Equalities Policy, Child Protection Policy, Homework Policy, Complaints Policy.

This policy was developed with input from staff, governors and parents 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 the school

At St. Peter-in-Thamet we can make provision for every kind of frequently occurring special educational need without an 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.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

Communication and Interaction

- Autistic spectrum and language disorders

Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia, moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, ODD, attachment disorders, emotional difficulties, mental health difficulties.

Physical and Sensory

- Hearing impaired, dyspraxia, achondroplasia

Medical Needs

- Epilepsy, bowel disorders and diabetes

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.

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

At St. Peter-in-Thamet we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments and diagnostic materials to identify potential barriers to learning for children when there is a cause for concern. 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. Examples of extra support are intervention programmes aimed at reading, reading

comprehension, phonics, spelling, punctuation and grammar, and maths catch-up groups. We also have a range of social and emotional interventions.

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, such as phonics screening, Dyslexia Gold and Speech Link, to determine the cause of the learning difficulty. We also have access to external advisors such as the Local Inclusion Forum Team, Thanet Inclusion Services, Speech and Language Therapists and Occupational Therapy, School Health and Children and Young Peoples Mental Health Service (CYPMHS).

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 and put into an SEN support plan. St. Peter-in-Thanet uses the assess, plan, do and review model to track progress and refine targets and support to ensure pupils make good progress. 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.

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

Each review of the SEN support plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 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 rate of progress

- Widens the attainment gap

For pupils with or without 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.

3b the school's 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 reading age, spelling age etc. Using these assessments 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 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)*

St. Peter-in-Thamet was last assessed in May 2019 and was judged to be a good school by Ofsted.

We follow the Mainstream Core Standards (available at <https://www.kelsi.org.uk>) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At St. Peter-in-Thamet 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.

St. Peter-in-Thonet is a modern built single storey school. We need relatively few adjustments to make us accessible. Our entrance gate, is greater than that required by the DDA compliance width. We have darker carpet in the corridor areas to make a greater contrast between the walls and the floor. All year groups have had their interactive whiteboards updated to 4k smart screens that give a better contrast and less light stress in the classroom. We now have four intervention pods which provide a quiet space for our interventions. We have replaced our art mobile and now have a new build which incorporates a teaching space for art plus two intervention spaces. Our forest school space is used for regular forest school lessons as well as art and music when appropriate. Our cabin has been relocated and will be used as our forest school base.

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. 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.

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-in-Thonet 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 use the resources available to it to provide additional adult support 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-in-Thonet 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 in PSHE (Heartsmart) lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide a range of small group interventions, mentoring and friendship club at morning break and lunch times.

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. Listed below are examples of how we can offer support.

- As a HeadStart school (part of the Kent Resilience Hub), we can offer emotional health and wellbeing support to children and their families. This support is for children from the age of 10 and includes agencies such as Salus mentoring, Kooth online support and counselling services, and Young Lives.
- Supporting parents with external referrals to NELFT
- Referrals to the School Nursing Service
- St. Peter-in-Thamet is part of the Kent & Medway Mental Health Team Support (MHST) initiative, known as emotional wellbeing teams. As part of this initiative we will have a mental health worker onsite one day per week to deliver evidence based interventions and to support staff.
- St. Peter-in-Thamet has also participated in The Link Programme. This is an initiative delivered by the Anna Freud centre to bring together education and mental health professionals so that more children get the help and support they need.
- Anna Wilson (EBS HLTA) and Maggie Poulos (SENCO) have completed Anxiety Based School Avoidance training run by the Kent Educational Psychology Service.
- We are currently enrolling two members of staff on to the Emotional Literacy Support Assistant course run by Kent Educational Psychology Service to further support our pupils.

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

The SENCO at St. Peter-in-Thamet is Maggie Poulos, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications; BA (Ed) Hons, MA in School Development, Certificate of Emotional Literacy and Level 2 certificates in Supporting Children with Autism and Understanding Specific Learning Difficulties.

Maggie Poulos is available on 01843 861430 or by email maggie.poulos@stpetersthanet.co.uk .

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 teaching assistants have had the following awareness training; safeguarding, dyslexia, ASD, ADHD, precision teaching, phonics, reading strategies, maths, attachment disorder, epi-pen and diabetes

In addition one of our teachers, Mrs. Buller, has received specialist training and is now an Autism Champion. Two of our support staff have completed training on autism and wellbeing.

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; Thanet Inclusion Services, speech and language therapists and occupational therapists

The cost of training is covered by the notional SEN funding.

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.

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. Perter-in-Thamet are invited to discuss the progress of their children on three occasions a year and receive a written report at the end of the 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 shared with parents three times per year.

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.

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.

8 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-centred 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.

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. Peter-in-Thanel are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's 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 a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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 Thanet Inclusion Support Services
- Link to Disabled Children's Service for support to families for some pupils with high needs such as: Physical disability Specialists Canterbury and Remap Limited disability equipment specialists.

- 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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg SENCO forum etc.

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

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

www.kent.gov.uk/iask

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. Peter-in-Thanel 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. Our year 3 class teachers liaise with year 2 teachers to discuss each child that will be coming to St. Peter-in-Thanel. Our SENCO also liaises with other SENCOs to discuss each child that may have additional needs. Where possible, where a child has a high level of need, a class observation in the child's infant school will be carried out.

We also contribute information to a pupils' onward destination by providing information to the next setting. Staff from local secondary schools visit St. Peter-in-Thanel to discuss each child with their teacher. Our SENCO attends a meeting with SENCOs from local secondary schools to discuss each child and their needs and to pass on their school file.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.kent.gov.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.