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# St. Paul's Church of England Primary School Special Educational Needs Policy

## Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: Charlotte Snashfold

Named Governor with lead responsibility: Hilary Wilder

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Date agreed and ratified by Governing Body/Trust/Committee: March 2023

Date of next review: January 2024

\_\_\_\_\_ **Executive Headteacher**

\_\_\_\_\_ **Chair of Governors**

**This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures**

# St. Paul's Church of England Primary School

## Special Educational Needs Policy

### School Vision

We are a creative, forward thinking Church of England Primary School that aims for 'Life in all its fullness' (the Gospel of John 10:10) to enable each child to flourish through the provision of the best education; academically, morally, socially and spiritually; and by living out our faith in God.

### 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)*

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

At St. Paul's CE Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, Irlens, learning, behaviour and physical 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: dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning, behaviour and physical 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.

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

At St. Paul's CE Primary School we monitor the progress of all pupils formally three times a year to review their academic progress. We use a range of assessments with all the pupils at various points they are as follows:

3 x annually	Summative assessments all year groups
Once per year	EYFS Baseline assessment Y1 phonics screening Statutory end of Key Stage 1 assessments End of Year Assessments Y1,3,4 & 5 Statutory end of Key Stage 2 tests

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:

**Literacy** –Read, Write Inc Tuition, EGPS groups, Wordshark, Phonics boosters and Booster writing.

**Numeracy** – Wave 3 Maths, First Class at Number 1 and 2, Max's Marvellous Maths, Numion and Booster Maths.

**Social communication** – Lego therapy, Speaking and Listening groups, Sensory circuits and bespoke behaviour support.

**Physical Programmes** – Clever Fingers, Beam and Beam+.

**Speech and Language programmes** – Speech link, bespoke for individual pupil needs.

**Dyslexia**– Nesy, GL Assessment Dyslexia screener

**Pastoral** – Draw for Talk

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 use a range of assessment tools:

Language Link

Irlens screening

The Dyscalculia assessment

We have access to external advisors. We consult with colleagues at the LA LIFT forum, and engage the services of outside agencies such as Educational Psychologists and Specialist Teaching services to conduct additional assessments if we feel they are required.

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 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 changed 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/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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / 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 certain aspects of their learning.

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 (2014, 6.37)*

In St. Paul's CE Primary School we follow the Mainstream Core Standards 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, use of ICT software learning packages.

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

At St. Paul's CE Primary 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 statements of special educational needs / Education, Health and Care Plans.

### **3e additional support for learning that is available to pupils with special educational needs**

We allocate our budget 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 SENCo has to apply for HNF from the LA.

### **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. Paul's CE Primary School are available to pupils with special educational needs either with or without a statement of special educational needs / 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. Paul's CE Primary 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 e.g. PSHE, Circle time, Social stories, Communicate in print, Anti bullying weeks etc. Also 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 the following: access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, through CAF access to - Family support and Young healthy minds and time-out space for pupil to use when upset or agitated.

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.

### **4 The name and contact details of the SENCO are**

The SENCO at St. Paul's CE Primary School is Mrs Charlotte Snashfold, who is a qualified teacher and has undertaken the National Award for SEN Co-ordination.

Mrs Snashfold is available on 01322 664 324 or on office@st-pauls-swanley.kent.sch.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**

At St. Paul's CE Primary school we have invested heavily in training all of our teachers and TA's in a variety of different areas. Due to the size of our school our budget is limited, so in many cases we have sent individuals for training with the intention being for this training to then be shared with the remainder of the team.

All staff have been trained in:

- Child Protection training
- Epi pen training
- ASD training
- Read, Write, Inc.

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 Educational Psychologists, Speech and language therapists, occupational therapists, dyslexia specialists etc. The cost of training is covered through our school budget. In certain cases Pupil Premium funding may be used.

### **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 school budget, 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. Paul's CE Primary School are invited to attend specific SEN Parents meetings whereby they are allocated a longer time slot to discuss the progress of their child and the future plans for meeting their child's needs. They also receive a written report once per 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 a statement of SEN / 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. Paul's CE Primary 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 and allow the 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 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 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 NAS, SENCO forum, NASEN etc
- Access to Early Intervention Team

**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)**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

**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 CE Primary 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 is a seamless as possible. EYFS Teacher and Senco will visit nursery settings to discuss the child and their needs. Parents also meet with the EYFS teacher on an individual basis in the term prior to admission. Children take part in a transition visit programme also in the term prior to joining the Reception Class.

We also contribute information to a pupils' onward destination by providing information to the next setting. We arrange individual meetings for parents and pupils with Secondary School SENCO's, to provide transition arrangements. Where necessary the Senco will accompany parents on visits to Secondary schools and Teaching Assistants will accompany pupils when necessary on Induction visits. For pupils whom we feel transition to secondary school may be difficult, the SENCO will contact the secondary school and make arrangements for a 'summer school' type induction process to enable the child to receive a smooth transition.

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

The local authority's local offer is published on [www.kelsi.org.uk](http://www.kelsi.org.uk), follow link -pupil support and wellbeing/local offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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

This policy should be read in conjunction with the following school policies:

List other linked policies – Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, and Complaints Policy.

This policy was developed in consultation with all parents/carers and representatives from the governing body and will be reviewed annually.