



Shears Green Junior School

Special Educational Needs and Disabilities Policy

November 2021

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:

- Teaching and Learning Policy
- Inclusion Policy
- Behaviour and discipline Policy
- Marking Policy
- Child Protection Policy
- Anti-Bullying Policy
- Homework Policy
- Equalities Policy (disability, race and gender)
- Assessment Policy
- Complaints Policy

This policy was developed in consultation with the governing body, staff, pupils (in the school council) 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 (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 Shears Green Junior School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, dyscalculia, speech and language needs, Autistic Spectrum Condition (previous known as disorder), learning difficulties and social, emotional and mental health (SEMH) 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 most 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: ASD, ADHD, physical impairment, sensory impairment, speech and language difficulties, as well as social communication and interaction 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 Shears Green Junior School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points: end of term assessments, teacher assessment through Arbor, speech link, language link, Rising Stars assessments in reading, GPAS (Grammar, Punctuation and Spelling) and maths.

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; Phonics (Read Write Spell), focused individual and group work, Inference Boost, BRP, Nessy, pixl groups, precision teaching, fine and gross motor skills groups, as well as speech and language support.

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 assessment tools to determine the cause of the learning difficulty. At Shears Green Junior School we are experienced in using the following assessment tools: LASS (a range of language assessments including memory and word finding skills), Speech link, language Link, British Picture Vocabulary System (BPVS), Leuven Scale (a wellbeing measure), mathematics diagnostic assessments and Boxhall profiling.

We also have access to external advisors who are able to use appropriate assessment tools; these specialists include: Specialist Teaching and Learning Service, Speech and Language Therapist, Educational Psychologist, and Specialist Behaviour Support (Project Salus).

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 Personalised

Learning Plan and reviewed regularly, and if necessary. When any change are made to the identification of SEN, this will be shared with parents. 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.

Progress will be reviewed regularly and subsequently pupils who are making inadequate progress will be identified and a discussion will be held between the class teacher and members of the Senior Leadership Team in Pupil Progress Reviews. These will enable us to identify barriers to learning and seek to address these.

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. Additional interventions are available, if professionals feel they would be suitable.

The aim is to have extra support within the classroom closely targeted to the child's individual learning needs. Occasionally, a child will need to be withdrawn to access appropriate support either individually or in a small group outside the classroom.

Provision Maps will be reviewed termly by the class teacher. Each review will be informed by the views of the pupil, parents and class teacher. Through assessment information from teachers, it will show whether adequate progress is being made.

Learning targets will be frequently monitored at least three times a year and changes made to provision offered, if needed. We will liaise with parents to keep them informed about how their child is getting on. If we feel that we have tried

a range of strategies and the child is still not progressing, or the child's particular needs are too great for us to accommodate reasonably, we can then look at applying for specialist support through the local inclusion forum team (LIFT) service. Following this, if the child is still not showing progress we can consider applying for High Needs Funding and then if suitable, an Education and Health Care Plan. Throughout the process, we will work with parents/carers and gather supporting evidence.

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

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans

3a. How the school evaluates the effectiveness of its provision for such pupils

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child. This will evaluate the effectiveness of any special provision in place. 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 three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Shears Green Junior School are listed in section two. Using these 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 accordingly.

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, alongside their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*. In Shears Green Junior School the quality of teaching was judged to be at least good during the last OFSTED inspection (December 2017). We follow the Mainstream Core Standards and information on this can be obtained from:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments.

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

At Shears Green Junior 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 Education, Health and Care Plans.

As part of our requirement to ensure that the curriculum and learning environment are appropriate for all learners, this is reviewed by governors. Following this, key improvements have recently been made as part of the school's accessibility planning:

- The care suite has been upgraded to include hoist and shower facilities.
- Whole staff training in ASD
- Whole staff training on Safeguarding
- Whole staff training on emergency paediatric first aid
- Specialist training for individual teachers or TAs Moving and Handling, Attachment disorders, transition training, precision teaching

- New technology (iPads) to be used to support SEN pupils
- Autism Champions teachers have been trained.
- A sensory room is available
- A quiet area is available in the playground for children that need it.
- The Hub is a place for small group provisions to support identified learning needs

As a school, we have been focusing on how to track smaller, more manageable steps of progress. Currently, we are exploring how this can help with the assessment of children with SEN.

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 is used to ensure that the quality of teaching is good across the school and that sufficient resources are deployed accordingly. This includes using 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 full list of the interventions we can offer is available. In very few cases, an extremely 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 through access to High Needs Funding.

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 Shears Green Junior School, with appropriate and reasonable adjustments, are available to pupils with Special Educational Needs. This includes children either with or without an Education, Health and Care Plan. When it is necessary, the school will consider using the resources available to provide additional adult support. This will enable the pupil to participate and enable them to access the activity safely.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs

At Shears Green Junior School we understand the importance of enabling all pupils to develop emotional resilience and social skills. This can be done through direct teaching, specifically programs to support children with social and emotional difficulties that are run by our learning mentors. We also use PHSE, circle time and peer mediators to develop this further. At play and lunchtime, there is a group to support children to develop their social skills for those who struggle at this time of day. Teachers, our counsellor and other adults have also had training and support children indirectly with every conversation adults have with pupils throughout the day. Over the last year, we have been working with the Emotional Wellbeing Team, who provide support emotional and behavioural support to pupils and families.

<https://www.kentcht.nhs.uk/service/children-and-young-peoples-wellbeing-service/>

The school is also working with 'HeadStart', which is working with part of Kent's Early Help and preventative service. Through this, we aim to build resilience to help children cope better when faced with difficult circumstances in their lives. A link to the website can be found below.

<http://www.headstartkent.org.uk/>

For some pupils with the most need for help in this area, the following is available: Our school counsellor works with individual children one day a week. Our two, full time, learning mentors will support individual children with behavioural and emotional support throughout the day. The School Nurse and our SENCO are able to refer children for specialist assessment such as CAMHs and Paediatrician support. Time out space is available to pupils when they are upset or agitated.

The counsellor leads mindfulness interventions once a week that support and develop this with the children.

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 differentiated resources, beyond that required by pupils who do not need this support.

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

The SENCO at Shears Green Junior School is Miss T. Searle, who is a qualified teacher and has been awarded the National Award for SEN Co-ordination.

Miss T Searle is available on 01474 567359 or tsearle@shearsgreen-jun.kent.sch.uk

Mrs S Johncock is the SEN Teaching Assistant and she can be contacted via the school office.

The Inclusion Manager/Assistant Head Teacher, Mr. Irwin has also been awarded the National Award for SEN Co-ordination and he can be contacted on 01474 567359 or dirwin@shearsgreen-jun.kent.sch.uk

The SEN Governor is Mr Graeme Hellyer and he can be contacted via the school office on 01474 567359

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:

- ASD training
- Growth Mind-set Training
- Safeguarding training
- Inference Boost (HLTA's)
- Precision teaching

In addition, many of the teachers and TAs have received enhanced and specialist training.

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:

- Ifield School SMILE Centre
- Specialist Teaching Service
- Educational Psychologist

- Speech and Language Therapist
- Project Salus
- North West Kent Alternative Provision Service (NWKAPS).
- HeadStart
- Emotional Wellbeing Team

. 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

When 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 Shears Green Junior School are invited to discuss the progress of their children on two occasions a year and receive a written report annually. For children who have been identified as having special educational needs and are on the SEN register, a separate longer meeting is available three times a year. In addition to this, 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, however it will allow us to put steps into place to enable the pupil to make the progress expected. All such provision will be recorded, tracked and evaluated.

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 from this 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, this is due to special educational provision 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 Shears Green Junior School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with your child's class teacher, year group leader, SENCo, Inclusion Manager/Assistant Head Teacher, Deputy Head teacher and Headteacher to try 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.

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
- Commissioned Speech Therapist working in school every fortnight
- 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 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
- School Nurse Service
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc
- FLO (Family Liaison Officer) has close working relationship with Early Help and also has access to FLO forums.
- HeadStart
- Early Help
- Our school counsellor (Time 2 Talk)
- We have a service Level Agreement for Educational Psychology -(we have a limited number of hours where we can seek advice from this service.)

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 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

Parents are also able to access training focused on different areas of need through the SMILE center, based at Ifield school. Details of the training available and how to book can be found using the following link.

https://www.ifieldschool.com/_site/data/files/users/27/files/22D79E21F8976891A78B89D93AF48F6E.pdf

https://forms.office.com/Pages/ResponsePage.aspx?id=fgipbV5FBUEZhwjMM8LyoBxsjdFKKv5PiLGfX_FECEIUM1I4WUQxMUFXSKVPSzRBMTJRMUxNVVpDTi4u

Courses are updated regularly, therefore it is worthwhile looking at the courses section of the SMILE website to keep up to date.

<https://www.ifieldschool.com/page/?title=Courses&pid=50>

12. The school's arrangements for supporting pupils with special educational needs in transferring to Key Stage 3 or to other educational provision

At Shears Green Junior 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. Including liaison between teachers and SENCOs in both schools, planned visits (with extra visits for children who are identified as vulnerable), meetings with individual parents and an induction meeting with all parents, transfer packs of information to all parents, photographs and transition information to year 2 pupils, playground 'buddy' system where year 5 pupils are responsible to helping new pupils to settle and the opportunity to take part in a meet the teacher day.

We also contribute information to a pupils' onward destination by providing information to the next setting. This is supported by liaison between teachers and secondary schools transfer of information, meetings for parents, taster days organised by new schools, additional support for vulnerable students, outreach work from North West Kent Alternative Provision Service (NWKAPS). Additional transition visits. HeadStart and the Emotional Wellbeing Team also provide additional support with transition for vulnerable children.

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

The local authority's local offer is published on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB:

Next review on: