

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Special Educational Needs Policy

Key Contact Personnel in School

Mrs Julia Head

Headteacher

Mrs Gill Morrissey

SENCO

Date written: **June 2024**

Date agreed and ratified by Governing Body: **July 2024**

Date of next review: **July 2025**



This policy will be reviewed at least annually.

Together, we inspire, nurture and thrive.

Egerton Church of England Primary School has a strong calling to support pupils with additional and special educational or personal needs. We are committed to ‘the dignity and ultimate worth of each person rooted in being created in the image of God and loved by God.’ [*Church of England Vision for Education: Deeply Christian, Serving the Common Good* (C of E, 2016) p.11.] Our SEN Policy is driven by our Christian Vision, inspired by our defining Bible narrative. We build hope and aspiration for children with SEN and their families by addressing their needs within a deeply inclusive culture that always respects their dignity without compromise. By making our most vulnerable pupils a high priority, we build the moral character of all children and adults in our school community and seek to contribute to the common good of society. [*Deeply Christian* pp. 11-12.]

School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

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 Management Policy
- Child Protection Policy
- Equality Policy
- Mental Health and Wellbeing Policy

This policy was developed with parents of children with special educational needs, foundation governor, representatives from the governing body and teaching practitioners 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)*

Key Principles at Egerton Church of England Primary School

Inclusive: we welcome pupils with SEN and ALN to our school. There is a strong presumption that special and additional needs should be met within the classroom alongside peers. Children with SEN and ALN access all curriculum areas without exception. They therefore have equal opportunities to develop a capacity to enjoy ‘life in all its fullness.’ (John 10.10).

Valued Unconditionally: children with additional needs flourish in a culture that upholds their inherent worth because they are not ‘measured’ by their educational attainment or behavioural challenges.

Strength-centred: we identify strengths of individuals with SEN and harness these to help overcome difficulties. We aim to understand barriers to learning and personal development respectfully and deeply. However, we strive never to define children by their difficulties or their diagnosis: ‘we...avoid at all costs, diminishing the dignity of any individual to a stereotype or problem.’ [*Valuing All God’s Children (C of E, 2017), p. 1.*]

Cherish the whole child: our Support Plans are holistic addressing the individual academic, personal and social needs of children with SEN and ALN. We nurture all children to overcome the additional challenges SEN can pose for relationships between peers. We are sensitive to the additional emotional and mental health difficulties SEN can create for children and their families.

Difference embraced and celebrated: We cherish neuro-divergent individuals and the qualities they bring to our school community. We teach all children to value difference and show that positively in their behaviour.

Self-worth and resilience: Our Christian values develop the self-esteem, self-knowledge and perseverance of children with SEN and ALN equipping them for the next stage in their education. A culture with a deep and uncompromising moral code – Perseverance, Compassion, Respect, Honesty, Forgiveness, Hope - creates conditions where those with ALN and SEN can flourish alongside their peers. [*Mental Health and Wellbeing: Towards a Whole School Approach’ (C of E, 2018), p.4.*]

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

At Egerton CEP 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, developmental co-ordination disorder (DCD), speech and language needs, ASC, 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 a statement of SEN / an Education, Health and Care plan with the following kinds of special educational need:

- Speech and language difficulties
- Communication and interaction difficulties
- Behavioural difficulties
- Developmental delay
- Physical disability
- Concentration and attention difficulties
- Learning difficulties
- Visual difficulties
- Gross and Fine Motor control difficulties

Decisions on the admission of pupils with a statement of SEN / 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 Egerton CEP School we monitor the progress of all pupils five times a year to review their academic progress. We also use a range of assessments with all the pupils at various points:

- Progress in phonics (termly; Year R upwards)
- Year 1 phonics screening check (Year 1)
- Speech link (Year R)
- Language link (Year R)
- Class-based summative assessment in Reading, Writing and Maths from Year R onwards
- Dyslexia Screening (KS1 and KS2)
- KS1 Assessments (Year 2)
- Multiplication Test (Year 4)
- CAT Tests (Year 5)
- KS2 Assessments (Year 6)

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:

- Discussion at pupil progress meeting
- Participation in adult-led focus group in class learning
- Subject/need specific intervention programme

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. Eg. Leuven well-being and

involvement scale, Boxall profile, Cognition & Learning screening assessment, Additional Speech Link assessment and Additional Language assessment.

At Egerton CEP School we actively source up to date assessment tools and attend the training required to administer them. We also have access to external advisors and specialist teachers who will support us in delivering detailed assessments such as:

- Early Help screening – Early Help Practitioners
- Full developmental assessment – Community Paediatrician
- Multi-disciplinary assessment – Multi-agency team
- Specialist teacher assessment through LIFT (Local Inclusion Forum Team)
- Outside agency specialist assessment – eg. speech and language assessment, occupational therapy assessment, mental health assessment through NELFT/CAMHS or Young Carers etc.
- Specialist School outreach service
- Private therapists – counselling services etc.
- School nurse assessment

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 (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 a statement of SEN / 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 five times per year. The assessments we use at Egerton CEP School are referred to in section 2. 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.

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)*

At Egerton CEP School the quality of teaching is judged to be good by OFSTED.

We follow the Mainstream Core Standards <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/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. precision teaching, small group teaching and use of ICT software learning packages.

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

At Egerton CEP 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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

- The implementation of Forest School
- Training for members of staff to deliver these aspects of the curriculum effectively.
- Subscription to a language programme (Nuffield Language) for Year R.

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 and a full list of the interventions we can offer is on our provision map. 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, referred to as Higher 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 Egerton CEP School are available to pupils with special educational needs either with or without a statement of SEN / 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 Egerton CEP 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 in PSHE, RE, Worship, nurture and wellbeing interventions and indirectly with every conversation and interaction that adults have with pupils throughout the day, which also involves the continuous modelling our Christian Values.

For some pupils with the most need for help in this area we also can provide the following: access to counsellor, time with member of senior leadership team, external referral to NELFT/CAHMs, time-out space for pupil to use when upset or agitated etc.

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 SEN Co-ordinator

The SENCO at Egerton CEP School is Gill Morrissey who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination

Mrs Morrissey is available on 01233 756274 or via email at office@egerton.kent.sch.uk .

Mrs Morrissey is available on a Thursday and Friday.

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

Teachers and teaching assistants have had the following awareness training:

- Behaviour Awareness
- Emotion Coaching
- Dyslexia Awareness
- ADHD/ODD

Teaching Assistants have a schedule of awareness training planned for each year and this covers: managing anxiety, managing well-being, an overview of Fizzy, Clever Hands & sensory circuits. Two Teaching Assistants would like to attend Dyslexia training and another TA is planning to embark on ELSA training this year.

In addition, the SENCO has received enhanced and specialist training in areas such as nurture principles, Drawing & Talking and Lego Therapy.

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, Wyvern Special School, Goldwyn Special School, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, specialist teachers, school nurses or other health practitioners and dyslexia specialists. The cost of training is covered partly by the notional SEN funding, partly by the school's budget and partly by the Pupil Premium Grant if applicable.

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 Egerton CEP School are invited to discuss the progress of their children on two occasions a year and receive a written report twice a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access to 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. For children on the SEN register progress will be shared with parents three times per year in the form of an Individual Support Plan.

If following this and 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. Two In-Year reviews will take place to monitor support and progress during the year.

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 Egerton CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher in the first instance and then 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 specialist teaching and learning service
- Access to commissioned Educational Psychology service as required
- 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 LIFT, SENCO forum, TRA SEN alliance, NASEN 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 Egerton CEP 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.

- Pre-school and nursery settings
- Other Primary schools
- Private Education Providers

Through meetings with setting staff, meetings involving family members and professionals (including outside agencies), Annual Review meetings, CAF or TAF meetings, telephone conversations with other settings, visits by staff between settings, home visits by EYFS staff pre-entry.

We also contribute information to a pupils' onward destination by providing information to the next setting, such as liaison between primary and secondary staff, meetings involving family members and professionals (including outside agencies), attending Year 7 Annual Review meetings, attending Year 7 CAF or TAF meetings, telephone conversations with other settings and visits by staff between settings.

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