



Staplehurst School

Special Educational Needs and Disability Policy/SEN Information Report

Policy reviewed and approved at a meeting of the **Full Governing Body**

Policy to be next reviewed

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Introduction

Legal requirements and associated school policies

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
- Behaviour/Discipline Policy,
- Equality Policy,
- Safeguarding Policy,
- Homework Policy,
- Complaints Policy
- Positive Handling Policy

This policy was developed with governors, parents, teaching and non-teaching staff 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)*



Special Educational Needs

At Staplehurst 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, speech and language needs, Autism, 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: Physical Impairment, Communication and Interaction Needs and Social, Emotional and Mental Health Needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. See the [LA's school places website](#) for more information.

The admission arrangements for pupils without Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Identification and Assessment

At Staplehurst School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg Y1 phonics screening, speech link and language link assessments in Early Years, Speech and Language Therapist assessments, NFER assessments. 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:

- Reading: Toe by Toe; RWI support.
- Speech and Language: Speech Link and Language Link; Speech and Language Therapist.
- Emotional and Social well-being: In school Fegan's counselling; Emotional Wellbeing Practitioner; Lego Therapy, Therapeutic timetables, Theraplay activities
- Fine and Gross Motor Skills: BEAM; Write from the Start handwriting; Clever Fingers
- Memory: memory magic; auditory and visual programmes.
- Sensory issues: Sensory circuits, ear defenders, Move n sit cushions

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. At Staplehurst School we are experienced in using the following assessment tools YARC (York Assessment of Reading for Comprehension), NARA (Neale Analysis Reading Ability), EVT (Expressive Vocabulary Test), BPVS (British Picture Vocabulary Scale) and Ravens, Memory Magic, Speech and Language Link as individual assessment tools. And we have access to external advisors, who are able to use a range of assessment tools, through the Local Inclusion Forum Team (LIFT) process and include the Specialist Teaching Service and Educational Psychologists. In addition, the school has regular visits (2 mornings in terms 2,3,4 and 5) from a Speech and Language Therapist to provide assessment, advice and training for children and staff.

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 personalised 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 receive written notification.

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.



Special Educational Needs Provision

Evaluation of the SEND Provision

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 the child and their peers
- 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.

Assessing and Reviewing Progress

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. 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. See Appendix 1 - SEN Pathway

Approach to Teaching

Quality First 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 Staplehurst School the quality of teaching is judged to be: Good in our last Ofsted inspection.

The report states:

'The school is highly inclusive. Provision for pupils with SEND is managed well. Leaders are quick to identify pupils' needs and to put in place appropriate resources to support them pastorally, physically and academically. Staff work tirelessly to make sure that this group of pupils are able to access their learning alongside their peers.'

We follow the Mainstream Core Standards [[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 /pre teaching/ precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by the class teacher, teaching assistant or another member of staff employed to meet the pupil's needs.

Curriculum and Learning environment

At Staplehurst 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 the Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we also review as part of the school's accessibility planning: [Accessibility Plan](#)



Additional Support

Funding is in place to ensure that there is sufficient resources to deploy additional 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 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 this is achieved by application for High Needs Funding.

School activities (including physical activities)

All clubs, trips and activities offered to pupils at Staplehurst School 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.

Emotional and social development support

At Staplehurst 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 - PSHE and Circle time) and indirectly with every conversation adults have with pupils throughout the day. The Boxall Profile supports staff to identify needs and resources to help children with their emotional wellbeing and engagement with learning.

For some pupils with the most need for help in this area we also can provide the following e.g. access to our Fegan's counsellor, support from Family Liaison Officer, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, etc. Families can also be supported through our Emotional Wellbeing Practitioner.

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.

Finally, all students on the Sen Support register have a One Page Profile, written in conjunction with SENCo, staff, parents and the child. They provide an overview of how best to support the child and what is most important to them. They are particularly useful for visiting teachers who are less familiar with our children.

SEN Coordinator

The SENCo at Staplehurst School is the person detailed on the front cover of this policy.

Staff expertise and training

Teachers and teaching assistants have had the following awareness training:

- How to support pupils on the autistic spectrum;
- How to support pupils with Dyslexic / Dyscalculia difficulties;
- How to support pupils with Speech and Language difficulties;
- How to support pupils with physical and co-ordination needs;
- How to support pupils with social and emotional needs;
- How to support pupils with medical conditions.

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, Bower Grove, Five Acre Wood, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, VSK (Virtual Schools Kent), etc.

Equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it by applying for High Needs 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.



Consulting Parents

All parents of pupils at Staplehurst School are invited to discuss the progress of their children on three occasions a year and 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 Personalised Support Plan 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. See Appendix 1 - SEN Pathway. 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. We will also invite parents of pupils with SEN to meet the SENCO during parents' evening.

Consulting Young People

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.

Complaints

The normal arrangements for the treatment of complaints at Staplehurst School are used for complaints about provision made for special educational needs. [\[Complaints Information for Parents\]](#) We encourage parents to discuss their concerns with their class teacher, the 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 an EHCP 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.

Other organisations

The school engages with the following services/organisations to support SEND pupils:-

- Local Inclusion Forum Team (LIFT) to access to specialist teaching and learning service
- Educational Psychology service
- Communication and Assistive Technology Team
- Counselling Service
- Speech and Language Therapist

Contact details of support services

Information, Advice and Support Kent (IASK) 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. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412



Facebook: [IASK on Facebook](#)

Fax: 01622 671198

Or for more info see the [IASK Website](#)

Transferring between phases of education

At Staplehurst 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.

- **Entry to Staplehurst School:**

Visits to nursery schools and preschool in the summer term by the Early Years leader and the SENCo to meet children who will be entering Staplehurst School the following September;

A planned programme of visits in the summer term for pupils with and without parents / carers starting in September.

Parent / carers are invited to meet the staff in order to gain an understanding of how the school works at a whole year group meeting and individual meetings with the child's new teacher;

There are handover meetings between staff from the previous setting and staff from Staplehurst School;

For the first 2 weeks children will only be in school for half a day; this can be extended in cases where children have a high and complex SEN need.

Additional visits to the school can be arranged for any children who may need extra time to settle;

- **Transfer between years:**

A detailed Term 6 transition timetable is in place to support transition activities across the school, including class visits by the new teacher and an intensive handover of information between the current teacher and the new teacher (handover of SEN personalised support plans and One Page Profiles). All pupils have opportunities to meet their new class teacher and make visits to their new classrooms. Bespoke 1:1 meetings between staff and children are also arranged across the term for our most vulnerable transition children.

- **Mid-Year transfer:**

The pupil will be shown around the school with their parents /carers and they will be introduced to their new teacher. A member of the class will be identified as a 'friend' for the new pupil to help with the move. Parents and child will be asked to complete a One Page Profile to enable staff to get to know the child better.

Information is sought from the previous school as soon as possible and if necessary the SENCo will speak to the previous school. We also contribute information to a pupils' onward destination by providing information to the next setting.

- **Transfer to Secondary School:**

A member of staff from most secondary schools will meet the pupils at Staplehurst School.

Vulnerable children are identified and made known to the secondary school by the SENCo. Some secondary schools provide extra visits for these children;

Pupils have the opportunity to visit their secondary school;

The SENCo passes on any relevant information to the secondary schools and if needed will have meetings with the SENCo of the secondary school;

Local offer

The local authority's local offer is published on [\[Kent Local Offer\]](#) and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Roles and Responsibilities

The governing body, in co-operation with the Headteacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding



arrangements and maintains a monitoring oversight of the school's work. The governing body is responsible for reviewing the SEN policy annually.

The governing body's Link Governor for SEND is shown on the cover page of the policy.

The Headteacher has responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the management team, the Headteacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

Monitoring & Reviewing

All school staff and governors will have access to copy of this policy and will have the opportunity to consider and discuss significant changes to its contents, prior to the approval of the Governing Body being formally sought. This policy will be formally reviewed annually or more frequently in the light of changes to legal requirements.



Appendix 1 - SEN Pathway

The SEN Pathway

