

SEN & DISABILITY POLICY



Our school offers a supportive, inclusive, nurturing and inspiring learning environment, where each member is known by God; loved and empowered to reach their full potential. Children are encouraged through an aspirational and engaging curriculum to develop their knowledge, skills and character so that they can truly flourish, both now and into the future.

“Believe, Achieve, Aspire!”

Approved by:

Learning &
Development
Full Board

Date: 4.5.2022

23.5.2022

Last reviewed on:

March 2022

Next review due by:

March 2023

ST LAURENCE JUNIOR ACADEMY

SEND & Disability Policy Reviewed 2022

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND 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 SEND 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 Policy, Equalities Policy, Safeguarding Policy and Complaints Policy.

This policy was developed with consultation with parents, teachers and Trustees and will be reviewed annually.

Definition of SEND

A child or young person has SEND 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. *SEND Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEND 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' *SEND Code of Practice (2015, p16)*

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

At St Laurence Junior Academy, 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, 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: Behaviour, autism, speech and language difficulties, physical disabilities such as hearing and visual impairments and learning 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 SEND

At St Laurence Junior Academy, 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: Reading age, phonics, Pixl assessments in reading, maths and GPS. Writing is assessed at the end of a unit of work.

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 support, 1st Class@ number, Success @ arithmetic, speech and language, BRP, Maths & literacy boosters, Fine and Gross motor skills activities 1:1 reading support and/or precision teaching.

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. We have access to external advisors who are able to use further assessment tools, such as Specialist Teaching and Learning Service, Speech and Language therapy Service, Occupational Therapy, School and Child Health, Children and Adolescent Mental Health Service (CAMHS).

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 Provision Map 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 SEND 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. The SENDCO has x3 yearly meetings with teachers to discuss all children on the SEND register and any children that are a concern for the teacher.

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 SEND provision 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 *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Trustees.

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, pupil progress meetings will review the progress of all pupils including those with SEND. Interventions are reviewed regularly to identify the next steps for individuals. Provision maps will be then adjusted as necessary.

3c the school's approach to teaching pupils with special educational needs

At St Laurence, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

“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 SEND most frequently encountered”

SEND Code of Practice (2015, 6.37)

In St Laurence Junior Academy the quality of teaching was judged to be good at our last Ofsted inspection.

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. (These are due to be updated early 2021)

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, mentoring, small group teaching, use of ICT equipment including software learning packages. These are delivered by additional staff employed through the funding provided by the EFA and notional SEND funding to ensure good progress is made.

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

At St Laurence Junior Academy 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 keep the appropriateness of our curriculum and learning environment under review, the Trustees have recently made improvements as part of the school’s access plan. We try to avoid having an overstimulating classroom environment for those children with SENDsory processing difficulties. Each class has a visual timetable on display. Corridors are kept clutter free. There

are quiet spaces for children requiring time out. One room has been developed into a SENDsory room. Each classroom has a microphone system to support children with language and/or attention difficulties. At lunch times there is a Sports Coach to support play/sports activities. Sports Buddies also lead lunch time activities. There is a disabled toilet for children who may need this. The TAs have received training on restorative justice practices, autism and using a trauma based approach.

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

As part of our budget we receive 'notional SEND 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 SEND 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 High Needs funding can be applied for.

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 Laurence Junior Academy 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 activities/trips during school time; this may include requesting parents attend activities with their child.

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

At St Laurence Junior Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. For example, from the teaching of PSHE, turn taking and sharing within group activities, individual work with the pastoral support team and indirectly with every conversation adults have with pupils throughout the day.

The school are taking part in a Nurture Uk project to develop our school using the six principles of Nurture.

For some pupils with the most need for support in this area we also can provide the following:

- Access to counsellor,
- mentoring with a member of the pastoral support team,
- external referral to CAHMs,

- time-out space for pupils with social and emotional needs.
- social skills work either individual or small group work.
- Use of Restorative approaches

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 SEND Co-ordinator

The SENDCO at St Laurence Junior Academy is Mrs Linda Sladden, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination and also holds the following qualifications: BA ed, Number counts leader, Read Write Inc, Use of Restorative Justice and Dyslexia level5 specialist teacher qualification.

Mrs Sladden is available on telephone number 01843 592257 or lsladen@stlaurencejuniors.co.uk.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training in restorative approaches, Trauma based approaches, Zones of Regulation Safeguarding training, dyslexia awareness, behaviour strategies and the use of visual resources to support learning. We have 1 TA who has completed additional training to become an Autism Champion within our school.

In addition key teaching assistants have received the following enhanced and specialist training BRP, Read Write Inc, Guided Reading support, 1st Class @ number, Success @ arithmetic and Fizzy training. Emotional First Aid 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:

- Educational Psychologist,
- Speech and language therapist,
- Occupational Therapists,
- Physiotherapist,
- Specialist Teaching and Learning Services.

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

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at St Laurence Junior Academy are invited to discuss the progress of their children three times a year and receive a written report twice a year. This consists of short progress report, and a full yearly report. 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.

If targeted initiatives do not impact on progress, then we will contact parents to discuss further internal or external assessments, to help us to address a child's needs. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the Trustees 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 Laurence Junior Academy are used for complaints about provision made for special educational

needs. We encourage parents to discuss their concerns with the class teacher, SENDCO, a member of the Pastoral Support Team or a member of the SLT, to resolve the issue before making the complaint formal to the Chair of the Trustees.

If the complaint is not resolved after it has been considered by the Trustees, 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 SEND 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 Board of Trustees 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 Trustees 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 SENDCO eg SENDCO forum,
- 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

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 Laurence Junior Academy 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. Meetings take place, to share information with SENDCO, FLO and Class teachers from feeder school. St Laurence's year three teachers have opportunities to visit and observe the children in their infant school. Children needing additional transition may visit the school before 'move up' day. Transition books showing key photos to support children during the summer holidays. If a child is moving from out of the area, phone calls to the SENDCO/class teacher to gain information about the child.

We also contribute information to a pupils' onward destination by providing information to the next setting. Feed up of information to SENDCO and paper work at transition day for SENDCOS in June/July. Arranging additional transition visits for any child who needs this.

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

The local authority's local offer is published <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.