Compassion – Courage – Hope – Integrity – Justice

Respect – Responsibility - Wisdom

**Herne Bay Junior School**

# SEN & D Policy

**Policy Agreed: November 2020**

**Review Date:  September 2021**

This policy is under consultation until all parties have discussed and agreed to its content.

# SEN & D Policy

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

Children and Families Act 2014

SEND 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 other school policies

This policy was developed with representatives and advisors from the Local Authority, SENCOs linked to the Alliance, staff, governors and parents of pupils attending Herne Bay Junior School and will be reviewed annually.

**Definition of SEN**

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:

1. Has a significantly greater difficulty in learning than the majority of others of the same age; or
2. 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 (2014, p 4)*

**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' *SEN Code of Practice (2014, p5)*

*1 The kinds of special educational need and /or disabilities for which provision is made at the school*

At Herne Bay 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, speech and language needs, Autism, ADHD (Attention Deficit Hyperactivity Disorder), learning difficulties and social, emotional and mental health and physical difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs we will endeavour to meet.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Communication and Interaction, Social, Emotional and Mental Health needs, Cognition and Learning and Sensory and Physical needs including hypermobility, genetic disorders, epilepsy. 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 Herne Bay Junior School we monitor the progress of all pupils at least five times a year to review their academic progress. We also use a range of assessments with all the pupils at various stages. These may include: AR (Accelerated Reader), STAR Assessments for reading and Maths, spelling age, reading age, CAT (Cognitive Assessment Tests) tests and end of key stage SATs (Standard Assessment Tasks).

Where progress is not sufficient, even if special educational need or/disability has not been identified, we put in place extra support to enable the pupil to catch up. Extra support is provided within the class setting where needed as well as additional groups for RWI (Read, Write, Inc) Phonics support, Speech and Language Programmes and fine and gross motor skills support, social skills and communication and interaction support. These interventions are evidenced and tracked on class provision maps and reviewed termly.

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 Herne Bay Junior School we are experienced in using a range of assessment tools to determine if a child has SEND. When the school feels it is appropriate and in discussion with parents we are able to access external advisors who are able to determine any difficulties.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make the best progress. These will be shared with parents, included on a provision map, reviewed regularly, and revised if necessary. At this point we will have identified that the pupil has a special educational need and/or disability 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 and or/disability. 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 and/or disability. When any change in identification of SEND is changed parents will be notified following discussion with the class teacher and SEND team.

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 and/or disabilities 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 support plan will be informed by the views of the teachers and the assessment information which will show whether adequate progress is being made, which may be social, physical or academic.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

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

For pupils with 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.

*3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and/or Disability.*

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have additional assessments in line with their needs.

If these assessments do not show adequate progress is being made the provision map will be reviewed and adjusted.

*3c The school's approach to teaching pupils with special educational needs* and/or Disability.

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 SEN most frequently encountered *SEND Code of Practice (2014, 6.37)*

At Herne Bay Junior School the quality of teaching is judged to be good in our last Ofsted inspection, June 2016. This was validated again during the January 2020 Section 8 Inspection.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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

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

At Herne Bay 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 keep the appropriateness of our curriculum and learning environment under review the Leadership Team and Governors are continuously making improvements as part of the school's accessibility planning. Any aspects of the school that need improving are identified and shared with relevant staff.

*3e Additional support for learning that is available to pupils with special educational needs* and/or Disabilities.

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 and the Local Authority may provide additional funding.

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.

*3f How the school enables pupils with special educational needs and /or disabilities to engage in activities of the school (including physical activities) together with children who do not have special educational needs and/or disabilities*

All clubs, trips and activities offered to pupils at Herne Bay Junior 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

*3g Support that is available for improving the emotional and social development of pupils with special educational needs* and/or disabilities

At Herne Bay Junior 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. Herne Bay Junior School employs a Director of Mental Health and Wellbeing to support the emotional needs of pupils and staff. Staff are expected to frequently provide mindfulness and mental health as a key feature of their curriculum.

Herne bay Junior School have been awarded the silver status for the Carnegie Mental Health Award and are now submitting for the Gold award (November 2020).

For some pupils with the most need for help in this area we are able to offer additional support through our Director of Mental Health and Wellbeing and TA's trained in nurture skills or referral to external agencies such as NELFT (North East London NHS Foundation trust).

Pupils in the early stages of emotional and social development because of their special educational needs and or disability 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 and Inclusion Lead*

The SENCO at Herne Bay Junior School is Miss Sammy Black. Sammy has taught in Junior and Primary schools in London and Kent for over a decade. Sammy successfully completed the Postgraduate Certificate at Canterbury Christ Church University in July 2020.

Rowena Evett-Collins is the school's Inclusion Lead and Deputy Headteacher. She gained her Master's Degree in Inclusion in 2013. Rowena Evett-Collins is also the Deputy Headteacher.

Sammy Black and Rowena Evett-Collins are available on 01227- 374608.

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

All teachers and teaching assistants have received a range of relevant SEND training, which is regularly updated and in line with pupil needs and school and staff CPD. Further information in regard to specific staff training can be obtained via the Deputy Headteacher.

In addition the school has a number of highly skilled members of staff who have received a range of high level, more specific 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 St Nicholas Special School, The Orchard School, Educational Psychologist, Speech and Language Service and Specialist Teaching Service.

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*

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 and/or disability about, and involving them in, their education*

All parents of pupils at Herne Bay Junior School are invited to discuss the progress of their children on two occasions a year and receive a written report once a 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 or disability. All such provision will be recorded, tracked and

evaluated on a Provision Map. Parents are able to request a copy of their child's provision at any time.

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 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 and/or disability about, and involving them in, their education*

When a pupil has been identified to have special educational needs and/or a disability because special educational provision is being made for him or her, the pupil will be informed of the targets set. 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 and/or disability concerning the provision made at the school*

The normal arrangements for the treatment of complaints at Herne Bay Junior School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teacher, SENCO or a member of the Leadership Team 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.

*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/or disabilities and in supporting the families of such pupils*

The school have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 8 days per year
- 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

The SEN Governor link is: Jane Rye

*11 The contact details of support services for the parents of pupils with special educational needs and/or disabilities, including those for arrangements made in accordance with clause 32 (Parent Partnership 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 to 5pm**

**Email: iask@kent.gov.uk**

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

**Telephone: 03000 412 412**

**Facebook: IASK on Facebook**

*12 The school's arrangements for supporting pupils with special educational needs and/or disabilities in transferring between phases of education or in preparing for adulthood and independent living*

At Herne Bay 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. We have a good transition process with Herne Bay Infant School and run a detailed transition programme between the two schools in Term 6.

We also contribute information to a pupils' onward destination by providing information to the next setting. There are also clear transition programmes we are involved in with main local Secondary schools.

*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

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