

## Special Educational Needs & Disability (SEND) Policy

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 other relevant school policies including:

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy.

This policy was developed with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

### 1. Definition of SEND

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 5).*

### 2. 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).*

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

Within the Federation of St Martin's and Seabrook CEP Schools we can make provision for every kind of frequently occurring special educational need without an Education Health Care (EHC) plan, for instance dyslexia, dyspraxia, speech and language needs, autism, ADHD, 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 schools currently and in the past have met the needs of pupils with an Educational Health Care Plan (EHCP) with the following kinds of special educational need: speech and language difficulties,

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autism and attention deficit hyperactivity disorder (ADHD). Decisions on the admission of pupils with an EHC plan are made by the Local Authority.

The admission arrangements for pupils without an EHC plan do not discriminate against or disadvantage disabled children or those with special educational needs.

#### **4. Information about the policy for identification and assessment of pupils with SEN**

Within the Federation of St Martin's and Seabrook CEP Schools 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 throughout the year e.g. Y1 phonics screening, speech link, language link, spelling age, reading age.

Where progress is not sufficient, even if a 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 small group provision, specific programmes such as Dynamo, Nessy, Lego play therapy, phonic support and reading 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/carers, we will use a range of assessment tools to determine the cause of the learning difficulty. Within the Federation of St Martin's and Seabrook CEP Schools we are experienced in using the following assessment tools, dyscalculia screening, dyslexia screening, speech and language link and we have access to external advisers who are able to use additional assessment tools for example Educational Psychologists.

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/carers, put into a provision 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 to and different from 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 made parents/carers 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.

#### **5. Information about the schools' policies for making provision for pupils with special educational needs whether or not they have EHC plans, including:**

### **5a How the schools evaluate the effectiveness of their provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents/carers 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 the child and their peers.
- Widens the attainment gap.

For pupils with or without an EHC 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.

### **5b The schools' arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the schools has his/her progress tracked six 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 within the Federation of St Martin's and Seabrook CEP Schools are listed in section 4 above. Using these assessments, 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.

### **5c The schools' 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)*.

In the Federation of St Martin's and Seabrook CEP Schools the quality of teaching is judged to be outstanding (St Martin's, April 2015) and good (Seabrook, November 2023) and the schools are working closely with the local authority to maintain this.

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 schools employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the schools as 'notional SEN funding'.

### **5d How the schools adapt the curriculum and learning environment for pupils with SEN**

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Within the Federation of St Martin's and Seabrook CEP Schools 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 EHC plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the governors consider on an annual basis the schools' accessibility plans. The accessibility plans detail the improvements that have been made and the improvements that are planned to be made to the building, curriculum and training of staff.

#### **5e 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 maps. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the schools.

#### **5f How the schools enable pupils with special educational needs to engage in activities (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils within the Federation of St Martin's and Seabrook CEP Schools are available to pupils with special educational needs either with or without an EHC 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.

#### **5g Support that is available for improving the emotional and social development of pupils with special educational needs**

Within the Federation of St Martin's and Seabrook CEP Schools 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, circle time, nurture group, Lego play therapy and indirectly with every conversation adults have with pupils throughout the day.

For some pupils whom have the most need for help in this area we also can provide such support as access to a counsellor, mentor time with member of senior leadership team, external referral to Kent Children and Young People's Mental Health Service (CYPMHS) and time-out space for pupil to use when upset or agitated.

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.

### **6. The name and contact details of the SEN Co-ordinators (SENCO)**

The Federation SENCO is Mrs E Geering, who is a qualified teacher, specialist dyslexia assessor and holds the National Award for SEN Co-ordination.

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Mrs Geering is available at Seabrook in school all day Monday and Wednesday from 3pm on telephone number 01303 238429 or [ellie.geering@seabrook.kent.sch.uk](mailto:ellie.geering@seabrook.kent.sch.uk) or via school office at [office@seabrook.kent.sch.uk](mailto:office@seabrook.kent.sch.uk)

Mrs Geering is available at St Martin's in school all day on Tuesday, Wednesday until 3pm and Thursday afternoon on telephone number 01303 238888 or [ellie.geering@st-martins-folkestone.kent.sch.uk](mailto:ellie.geering@st-martins-folkestone.kent.sch.uk) or via school office at [office@st-martins-folkestone.kent.sch.uk](mailto:office@st-martins-folkestone.kent.sch.uk)

**7. 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:

- Mainstream Core Standards
- Autism Education Trust training – Making Sense of Autism (whole school)
- Good Autism Practice (targeted staff)
- Nurtureuk - National Nurturing Schools
- ADHD training
- Have been supported by STLS service
- Clever hands
- Fizzy programme
- Speech and Language programme
- Speech link
- Dyslexia training
- SCIP Training
- Emotional regulation
- Mindfulness
- Bereavement training and Restorative Justice
- Talk and Draw
- ELSA
- Zones of Regulation
- Trauma

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 special schools, educational psychologist, speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

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

Where external advisers recommend the use of equipment or facilities which the schools do 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.

**9. The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, their education**

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All parents/carers of pupils within the Federation of St Martin's and Seabrook CEP Schools are invited to discuss the progress of their children three times per 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 provision map which will be shared with parents/carers three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents/carers 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/carer will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers of pupils with an EHC 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/carers.

#### **10. 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 him/her as part of person-centred planning. Parents/carers 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.

#### **11. The arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the schools**

The normal arrangements for the treatment of complaints within the Federation of St Martin's and Seabrook CEP Schools are used for complaints about provision made for special educational needs. We encourage parents/carers to discuss their concerns with class or subject teacher, senior leadership team, family liaison officer, executive head teacher, head of school or SENCO 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 EHC plan where there is a statutory right for parents/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

#### **12. 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 has engaged with the following bodies:-

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- Free membership of Local Inclusion Forum Team (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.
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN.

**13. The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

**14. The schools' arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

Within the Federation of St Martin's and Seabrook CEP Schools 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 also contribute information to a pupil's onward destination by providing information to the next setting through detailed documentation, transfer programmes and meetings with parents/carers and professionals.

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

The local authority's local offer is published on [www.kelsi.org.uk](http://www.kelsi.org.uk) and Kent County Council also publishes information about the local offer on their website: <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

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