



*Growing as we learn. Learning as we grow.
Rooted in Jesus.*

ST MARGARET'S COLLIER STREET CE SCHOOL

**SPECIAL EDUCATIONAL
NEEDS POLICY**

Review: November 2024

Agreed by Governors: November 2024

Next Review: November 2026

St Margaret's Collier Street School

Special Educational Needs & Disability 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 the following school policies; Equality and Diversity Policy, Single Equality Scheme, Educational Visits, Behaviour, Safeguarding, Accessibility Plan, Supporting Pupils with Medical Needs in School and Curriculum Policies.

This policy was developed in consultation with parents, representatives from the governing body and staff and will be reviewed by the school bi-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)

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

At St Margaret’s 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, ADHD, 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. 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 SEN

At St Margaret’s we monitor the progress of all pupils three times a year to review their academic progress through pupil progress meetings and class provision maps. We also use a range of assessments with all the pupils at various points.

Assessment	When used
Speech Link and Language Link (Speech and Language development)	Reception and Key Stage 1
Phonics screening	Year 1
Reading age	Years 1-6
Spelling age	Years 3-6
Reading, writing, SPAG and maths	Reception – 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; Quality First Teaching Strategies such as chunking instructions, word mats, using a writing slope, pencil grips, task boards, multisensory learning, Information and Technology software. Interventions such as the following are also used; social skills groups, Speech Link and Language Link programmes, 1st Class at Number, phonics booster groups, Booster groups for reading, writing and maths, Keep Up, Catch Up and 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. At St Margaret's we are experienced in using the following assessment tools; Language for Learning, Sandwell Early Numeracy Assessment, Nessy Dyslexia Screener, Expressive Vocabulary Test, British Picture Vocabulary Scales or Raven's Progressive Matrices. We also have access to external advisors who are able to use a range of specialist assessment tools.

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, whether individual provision map or personalised 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 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 in the annual SEN Information Report.

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, pupils with special educational needs may have more frequent assessments of phonic knowledge, reading age, spelling age etc. The assessments we use at St Margaret's are listed 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 (see Appendix 1 – SEN Pathway).

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 St Margaret's the quality of teaching was judged to be good at our last OFSTED inspection (OFSTED May 22).

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

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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 support, precision teaching, small group teaching and use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At St Margaret's 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. Further details on how we adapt the curriculum can be found on our website:

<https://www.collier-street.kent.sch.uk/school-information/special-educational-needs/useful-sen-documents/>

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made improvements as part of the school's accessibility planning, such as; contrasting floor and furniture colour, movement sensitive lighting and any new building work is DDA compliant. We have identified that the following aspects of the school need to be improved; paint an outline for the disabled parking space.

Future training will depend on the needs of the pupils and the experience and knowledge of the teaching staff to ensure pupils receive quality first teaching and those with special educational needs are well supported and able to access the whole curriculum.

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 available in our SEN Information Report. Individual provision plans are provided at each parents evening. 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 (High 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 St Margaret's 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

At St Margaret's 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 RHE (Relationship and Health Education), collective worship and mindfulness, and indirectly with peer mentoring, buddying system in the playground and every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following; a key person approach with member of staff, social stories, a safe space for pupils to use

when upset or agitated, social skills groups such as Circle of Friends, Talkabout, Lego Therapy, Theraplay, Nurture Group, access to counsellor or external referral to CYPMHS.

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 St Margaret's is Emma Findlay, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination and also holds the following qualifications; BSc (Hons) Psychology, PGCE (Post Graduate Certificate in Education), TEFL (Teaching English as a Foreign Language), Supporting Children with Autistic Spectrum Disorder Stage 2 (KCC), Supporting Children with Dyslexia Stage 1 (KCC), Strategies for Success for Dyslexic Learners; Certificate in Supporting the Dyslexic Learner (OCN) Level 2, Qualified Reading Recovery Teacher.

Emma Findlay is available on 01892 730264 or via the school office at office@collier-street.kent.sch.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

The following courses have been attended by some, if not all, of the teaching and support staff over the last 2 years:

- Safeguarding
- Online E-safety
- Adapting the Curriculum
- Mainstream Core Standards
- Understanding Autism: AET Understanding Autism
- Communication Friendly Classrooms
- Makaton
- Little Wandle
- Senior Mental Health Lead (and appropriate modules with all staff, e.g. Talking to Distressed Students and Anxiety)
- Nurture UK, including Boxall training

In addition teachers and teaching assistants have received the following enhanced and specialist training within the last 2 years, from a range of professionals:

- Precision Teaching
- EEF Best Use of Teaching Assistants
- Communication and Interaction in Year R
- De-escalation Techniques
- Autism and Girls

- Anxiety Based School Avoidance
- Forest School
- Special Arrangements for 11+
- Supporting Access to the Early Years Curriculum
- TA/SENCO meetings focussing on; effective feedback, developing independence, appropriate questioning, using technology such as Immersive Reader, using manipulatives, phonics, supporting children with dyslexia in the classroom, de-escalation techniques and sensory perception.

The SENCO has also attended:

- SENCO and Inclusion Conferences
- SENCO Countywide Updates
- SENCO Collaboration Meetings
- STLS Forums
- STLS Surgeries
- LIFT Meetings

Further details of these courses and the impact of these can be found in the annual SEN Information Report available on our website:

<https://www.collier-street.kent.sch.uk/school-information/special-educational-needs/useful-sen-documents/>

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, Specialist Teaching Learning Service, The Education People, Five Acre Wood and Bower Grove Schools. 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 about, and involving them in, their education

All parents of pupils at St Margaret's are invited to discuss the progress of their children three times 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. All such provision will be recorded, tracked and evaluated on a Provision Map.

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. Only children receiving significant and ongoing support to maintain progress will be listed on our SEN Support Register, in line with the Code of Practice and Kent's definition of SEN Support.

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.

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 St Margaret's are used for complaints about provision made for special educational needs. **We encourage parents to discuss their concerns with their child's class teacher, our SENCO and/or our 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 Education, Health and Care Plan, 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 (Local Inclusion Forum Team) for access to specialist teaching and learning service
- Link to Bower Grove Parent Support Group, for Families of Children with Special Needs
- Access to local authority's service level agreement with Community Paediatrics, Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services for pupils with requirement for direct therapy or advice
- Links to Kent SEN Team, through regular County Wide and Local SENCO Forums
- Links to Early Help
- Links to School Health Service
- Links to counselling services
- Membership of professional networks for SEND e.g. SENCO 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 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

E-mail: iask@kent.gov.uk

<https://www.kent.gov.uk/iask>

Links and contact details of more services and agencies can be found on our website:

<https://www.collier-street.kent.sch.uk/school-information/special-educational-needs/additional-advice-for-all-parents-and-carers/>

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 Margaret's 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.

12a. Pre-schools setting and Nurseries into Reception:

We endeavour to contact pre-schools and visit pupils in their pre-school setting where appropriate. Parents and pupils are introduced to the school routines and expectations through a coffee morning and taster days. For children with SEN, liaison with specialist teachers and staff at the pre-school, and where appropriate, additional transition meetings, support the transition process.

12b. In-Year Transitions

Where a pupil with SEND or any other vulnerability is transferring into our school, the SENCO or class teacher will contact the child's school to discuss the pupil. This may include discussing the pupil's likes and dislikes, their needs and successful strategies. This discussion will allow staff to determine whether or not any additional transition arrangements are required.

12c. Transitions within school

As we are a small school, pupils have the advantage of being very familiar with all areas of the school and school staff, which is very helpful at times of transition. Due to our mixed year group classes, children are often taught by the same teacher for two consecutive years, which can be supportive, but can also make the transition to a new teacher more challenging when it arises. Hence we have a number of strategies in place:

- All pupils are involved in a 'class swap' session, where they spend time in their new classroom with their new teaching staff.
- All pupils are discussed at transition meetings. These are held in Term 6 and allow staff, both teachers and teaching assistants, to share details about pupils and ask questions.
- Pupils who find transitions challenging are offered the following:
 - Additional opportunities to visit the new classroom and staff, either by arrangement (e.g. at story time) or by 'running errands'.
 - An opportunity to write a social story with a trusted member of staff, that can then be shared at home over the summer holiday.
 - An opportunity to have an additional visit to the classroom and meet the staff on the INSET day at the start of Term 1. This allows the pupil to familiarise themselves with the classroom and meet the teaching staff again before term starts.

12d. Secondary School Transition

We also contribute information to a pupils' onward destination by providing information to the next setting. At St Margaret's we liaise with appropriate secondary schools, this is often by meeting with a representative from the secondary school as well as completing transition forms. All Year 6 pupils take part in a transition programme in Term 6. We also encourage

pupils to attend taster days, summer schools and encourage links with Nurture Groups (where offered). Where pupils require further support with transition to secondary school we use interventions to support this (e.g. Hamish and Milo) and have also enabled additional visits to the school with our staff also attending for support.

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

The local authority's local offer is published on:

<http://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.

Appendix 1 – The SEN Pathway

