



SEND Policy

This policy applies to Steephill School, including the EYFS setting.

Policy Author: Sarah Fenning, SENCO
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Reviewed by: Jenny Smith-Spark, Governor responsible for SEND
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1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Steephill School's aims for SEN are:

- To overcome barriers to learning wherever possible.
- To develop sensitivity to individual needs within a climate of support and high expectations.
- To promote confidence and self-esteem.
- To develop skills by early identification of children with learning challenges and thus construct suitable programmes of work.
- To develop consistent strategies to help children with behavioural difficulties.
- To be aware of physical difficulties and be aware of issues surrounding these and how to access services to counter them.
- To work with parents/guardians to provide a support system for the needs of their child.
- To have regard to the views, wishes and feelings of the child and to involve children with SEN or disabilities and their parents as fully as possible in decisions.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Steephill School we identify children with SEN according to the above definitions. Children with SEN may or may not have an Education and Health and Care Plan (EHC), formerly Statement and may or may not have a diagnosed condition.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Sarah Fenning. She is a fully qualified teacher, employed by the school; she successfully completed the National Qualification for SEN Co-ordination qualification at Canterbury Christ Church University in 2015.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Mrs. Jenny Smith Spark.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head

The Head is Mr. John Abbott.

The Head will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We always encourage pupils to have a taster session at their next school, usually during Year 6 as they prepare for transition to secondary school.

Our leadership program throughout the school prepares children for life both at other settings and in the wider community.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Rapid reading Scheme
- Read write Inc scheme
- Toe by Toe scheme
- Support sessions with SENCO for social/emotional needs
- In class support with SEN support assistant
- Small group or individual sessions with SEN support assistant for various academic areas
- Beam, Skillax, Fizzy gross motor skill schemes
- Lego Therapy
- Fine motor skills intervention activities
- External Speech and Language Therapy
- External Play Therapy
- External Integrative Counselling

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 3 teaching assistants who are trained to deliver various interventions.

Teaching assistants will support pupils on a 1:1 basis when it has been agreed by Teaching staff, SENCO, parents and child that it is necessary.

Teaching assistants will support pupils in small groups when it has been agreed by Teaching staff, SENCO, parents and child that it is necessary.

We work with the following agencies to provide support for pupils with SEN:

- Private Educational Psychologists
- Private Speech and Language Therapists
- Private Play Therapists
- Private Counsellors
- Private Occupational Therapists

5.9 Expertise and training of staff

Our SENCO has 6 years' experience in this role and has worked as a classroom teacher for over 10 years.

They are allocated 2 full days a week in School to manage SEN provision.

We have a team of 3 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Dyslexia, ASD and ADHD.

We use specialist staff for Therapeutic counselling and Speech and Language Therapy.

5.10 Securing equipment and facilities

The SENCO meets with the Head and SEN Governor to discuss SEN needs and work out what equipment and facilities are required. The Schools Code of Practice 2014 requires reasonable adjustments to be made to ensure access to the full curriculum by prospective and current pupils and therefore the school's additional support by internal staff is not charged to the parents. Where a pupil may need more extensive support, special books or software, physical aids etc. Then the School will take reasonable steps to support pupils but, may ask parents to contribute to the funding. In this case an analysis of reasonable adjustment will be carried out using the Kent County Council checklist.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Regular feedback from the children
- Monitoring by the SENCO
- Using provision maps to measure progress
- Involving and encouraging parents to gather their feedback
- Holding pupil profile meetings on a termly basis
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, school plays, school trips, church visits, various festivals and musical performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our admissions policy, which is available on our school website, states that we welcome “applications for admission from all sections of society and does not discriminate on grounds of disability, race and religion, social or cultural background”.

Specialist staff enable children with SEND to access the curriculum.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and in class 6 take on leadership responsibilities.
- Pupils with SEN are also encouraged to be part of various clubs to promote teamwork/building friendships.
- We have a zero-tolerance approach to bullying.
- Access to support sessions with SENCO.
- Access to external therapists.

5.14 Working with other agencies

Steephill School is an independent School, therefore does not have the same access to the Local Offer. To support families the SENCO will advise families on what provisions are available to them and other options such as private services.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher and or SENCO in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Sarah Fenning, SENCO sarahfenning@steephill.co.uk

John Abbott, Head head@steephill.co.uk

Jenny Smith Spark SEN Governor jennysmithspark@steephill.co.uk

5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions