



# Special Educational Needs and Disability Policy SEN Information Report

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

Reviewed and approved by Full Governing body:

Next review due: September 2026

Updated: Sarah Fenning September 2025

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations 2014 (SI 2014/1530)
- Part 3 – Duties on Schools: Special Educational Needs Co-ordinators (SENCOs)
- 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
- School Admissions Code, DfE (1 February 2012)
- The School Information (England) (Amendment) Regulations 2012 (SI 2012/1124)
- The School Information (England) (Amendment) Regulations 2013 (SI 2013/758)

This policy should be read in conjunction with the following school policies:

Teaching and Learning, Safeguarding, Public Sector Equality Duty, Digital Safeguarding, Intimate Care, Supporting Children with Medical Needs, Physical Restraint, Pupil Mental Health, Behaviour (including Anti-Bullying), Single Equality Scheme, Accessibility Plan, Home Learning, Educational Visits, and Complaints.

### **Definition of Special Educational Needs (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 them.

A child of compulsory school age or a young person has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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 or mainstream post-16 institutions.

(SEND Code of Practice, 2015, p.15)

### **The Four Broad Areas of Special Educational Need**

The four broad areas of need and support are:

- **Communication and Interaction** – e.g. children with speech, language and communication needs (SLCN) and interaction difficulties, including children with autism spectrum disorder (ASD).
- **Cognition and Learning** – e.g. children who learn at a slower pace than their peers and/or have a specific learning difficulty such as dyslexia.

- **Social, Emotional and Mental Health Difficulties (SEMH)** – e.g. children who may present as anxious, withdrawn, or depressed, or who display challenging, disruptive, or concerning behaviour. This category also includes conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and attachment disorders.
- **Sensory and/or Physical Needs** – e.g. children with a visual impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI), who may require specialist support and/or equipment to access their learning.

### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010. A person is considered to have a disability if they have:

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 sets a relatively low threshold and includes more children than is often assumed.

- 'Long-term' is defined as a year or more
- 'Substantial' is defined as more than minor or trivial

(SEND Code of Practice, 2015, p.16)

### **1. The kinds of special educational need for which provision is made**

At Steephill School, provision is made for a range of frequently occurring special educational needs without an Education, Health and Care Plan, for instance: dyslexia, visual stress, dyscalculia, speech and language needs, autism, cognition and learning difficulties, ADHD, social, emotional and mental health needs, sensory processing difficulties and physical needs including ataxia and hearing impairments. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but training and advice can be accessed so that these kinds of needs can be met.

At Steephill whilst we always strive to make reasonable provision for pupils with special educational needs and/or disabilities, the standard tuition fees do not cover the cost of one-to-one or additional specialist support. If, in consultation with parents, it is agreed that a pupil requires individual assistance (for example, a Teaching Assistant, specialist tuition, or therapy) beyond the School's usual provision, the cost of such support will be charged as an additional fee to parents.

The school does not currently have any children on roll with an ECHP.

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

At Steephill School, the progress of all pupils is monitored formally three times a year to review their academic progress. In addition to this, we use a range of assessments with pupils at various points e.g. EYFS Baseline and Pixl.

Class Teachers follow a 'Graduated Approach' to SEN where they Assess, Plan, Do and Review. Where progress is not sufficient, even if a special educational need has not been identified, extra, 'universal' support is put in place to enable the pupil to catch up. This is managed through the use of provision maps and includes provision such as: Rapid Reading Scheme, Animaphonics, Toe by Toe Scheme, Plus 1 scheme, support sessions with the SENCO for social and emotional needs, in-class support with a SEN support assistant, small group or individual sessions with a SEN support assistant for various academic areas, BEAM, Skillax, Fizzy gross motor skill schemes, LEGO therapy, fine motor skills intervention activities, Clever Fingers, pre-teaching, processing time, brain breaks, movement breaks, and resources to support attention and focus, such as fiddle toys, postural cushions, resistance bands, coloured overlays, visual timetables, larger font, and rest breaks. External Speech and Language Therapy, external Play Therapy, and external Integrative Counselling is also available at cost to parents.

Some pupils may continue to make inadequate progress, despite high-quality teaching and universal strategies targeted at their areas of weakness. For these pupils, and in consultation with parents, the class teacher will make a referral to the SEN team. The SEN team will use a range of assessment tools to determine the cause of the learning difficulty and inform parents of their findings.

Should further assessments be required, the SEN team may recommend external advisors who have more specialised assessment tools. External advisors include Specialist Teaching and Learning Service, Paediatricians, Speech and Language therapy, Occupational therapy, Child and Adolescent Mental Health Service, Educational Psychologists and the Early Help service.

The purpose of seeking more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress and tailor the child's SEN Personalised Plan, which will be reviewed regularly and refined / revised as necessary.

If the pupil is able to make good progress using this additional support and different resources (but would not be able to maintain this good progress without it) the pupil will continue to be identified 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 initially be identified as SEN vulnerable and will be monitored within the plan, do review cycle. If the child is then making sufficient progress whereby, they no longer require additional support,

in agreement with the parents/carers, the child will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

It is to be noted then that movement on and off the SEN Register is a fluid process.

All teachers and support staff who work with a pupil identified as having SEN needs ensure they 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 Personalised Plan will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made towards set targets. This happens three times a year.

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 also be an annual review of the provision made for the child, which enables 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**

Every pupil in the school has their progress formally tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. 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 personalised plan will be reviewed and adjusted.

#### **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. We 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 Steephill School, the quality of teaching is judged to be good. The Mainstream Core Standards advice developed by Kent County Council is used as guidance to ensure that our teaching conforms to best practice for supporting pupils with SEN needs.

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

By adopting the approach from the Mainstream Core Standards, Steephill School employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching / mentoring, small group teaching, use of ICT software learning packages.

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

The advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs is used as a guide for best practice. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health and Care Plans.

### **3e. Additional support for learning that is available to pupils with special educational needs**

At Steephill School we ensure that the quality of teaching is of a high standard 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.

### **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 are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, Steephill

School will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. In some cases, an individual risk assessment will be put into place which will be shared with all relevant parties.

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

An important feature of Steephill School is to enable all pupils to develop emotional resilience and social skills. These skills are delivered through direct teaching for instance, PSHE, peer mediation, wellbeing groups as well as indirectly with every conversation an adult may have with pupils throughout the day. The KIND values are embedded which reflect a positive and proactive approach to supporting pupils wellbeing.

For some pupils with the most need for help in this area the following can be provided: mentor time with the SENCO, external referral to CAMHs (mental health service), a time-out space for pupil to use when upset or agitated or mentoring time with a senior leader.

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 Steephill School is Mrs Sarah Fenning and there are four SEND Assistants, Miss Hackett and Miss Goodwin. Mrs Millet and Mrs Fernandez.

SEN staff are available on 01474 702107 or via email to [sarahfenning@steephill.co.uk](mailto:sarahfenning@steephill.co.uk) The SENCO is available for SEN appointments on a Tuesdays and Thursdays. For any urgent matters outside of these times, contact should be made to the headteacher, Mrs Millward [head@steephill.co.uk](mailto:head@steephill.co.uk) or Deputy Head, Claire Ross [claireross@steephill.co.uk](mailto:claireross@steephill.co.uk)

### **4a. 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 the last academic year: ASD awareness, strategies to support dyslexia, Emotional regulation.

In addition, certain staff have enhanced and specialist training such as, Miss Ross, Deputy Head and Class 4 teacher who has NASENCO award and is a designated mental health lead. Sarah Fenning, NASENCO award and has a level 6 Diploma in Integrative Counselling. Tracey Goodwin has a Level 3 Certificate in Principles of Special Educational Needs, Lego Therapy

and Speech and Language Training. Sam Millet has Understanding Children (OU introduction course) and Childcare and Development NVQ Level 3.

Where a training need is identified beyond this, Steephill School will endeavour to find a provider who is able to deliver it.

#### **4b. 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, the school will seek to implement them.

#### **4c. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils are invited to discuss the progress of their children three times a year at parent consultations and receive a written report twice a year. In addition, the school is 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 when these are set up.

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 all planning and reviews of this provision which occur 3 times a year and are recorded on a Personalised Plan. Provision will be recorded on a Personalised Plan, and this will be shared with parents and the child.

Parents and children will be actively supported to contribute to assessment, planning and review within the Personalised Plan.

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 the other agencies involved with the pupil. Information will be made accessible for parents.

#### **5. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified as having 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 with this lower down the school with the young person taking more responsibility and acting with greater independence in later years (KS2).

**6. 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 are used for complaints about provision made for special educational needs. Parents are encouraged to discuss their concerns with the class teacher in the first instance, then with the SENCO and finally the Head Teacher, if required, 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 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.

Information Advice and Support Kent (IASK) provide 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)

**7. 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 Steephill School, we work closely with the educational settings attended by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Pupils join us in Year R from our Preschool and other Preschool settings. Early years teachers contact previous setting to discuss development progress prior to children starting at Steephill. Transition Information documents are sent to settings to be completed by the child's Key person to aid staff in preparing for new starters. Parents are given a Baseline assessment document to complete prior to their child joining. Children attend taster sessions in the weeks before they join Steephill, these are flexible in time and number to support individual children's needs including those with identified SEN. It is the responsibility of parents to explain any existing needs to the Head Teacher on the first visit.

Additional transition support is also given for pupils moving onto secondary education. This takes the form of additional visits and opportunities to meet with the SENCo of the secondary school.

**8. Information on where the Local Authority's local offer is published.** The Local Authority's local offer is on their website:

<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 gather the information they require.