



St Alphege CE Infant School

SEN & D Policy



Date of last review: November 2023

Date of next review: November 2025

Staff Responsible: Becky Strike

Link Governor responsible for SEND: Sally Dixon

Agreed at FGB meeting: **November 2024**

SEN&D Kent Agreed Policy

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

Children and Families Act 2014

SEN Code of Practice 2014 [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 and was developed following consultation with Local Authority personnel, SEND coordinators from within the Coastal Alliance of Schools, parents and carers (including those responsible for children with special educational needs) and representatives from the governing body. This policy has been discussed and agreed with all stakeholders. Consultation period from September 2014 to December 2014. The policy will be discussed and reviewed 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. *SEND Code of Practice (2014)*

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)*

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

At St Alphege CE Infants School and Sunbeams Nursery we will 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, learning difficulties and social, emotional and mental health difficulties. The school has a wealth of experience when dealing with many different kinds of special educational need and will always give its best endeavours to meet the needs of all pupils. If any pupils present with needs which do not occur as frequently within school, or which the school is less familiar with, 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 with the following kinds of special educational need: Severe and Profound Speech and Language disorder, Severe Bilateral Hearing Loss/Profound Deafness, Severe and complex Learning Difficulties, Severe Medical Needs with associated learning difficulties.

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 Alphege CE Infants and Sunbeams Nursery School we believe that early identification of children’s needs is paramount in order that appropriate provision is

allocated to ensure that all pupils reach their full potential. We therefore monitor the progress of all pupils, in all aspects of the curriculum, six times a year to review their academic progress. We also use a range of assessments with all pupils at various age related stages of their time in school. These may include: The speech and language link screeners for all children entering YR including a rescreen for any pupil identified with areas of difficulty, YR statutory baseline screening, Y1 statutory phonics screening, individual universal assessments are used to track reading age and phonics ability throughout the school, Statutory SATs testing takes place towards the end of Y2.

Where progress is not sufficient, even if a special educational need has not been identified, we put support in place to enable the pupil to catch up.

The needs of all pupils regardless of age or ability, including those with SEND, are identified on the schools provision mapping where pupils are set specific, measurable, achievable, realistic and time limited (SMART) targets which are closely monitored. Provision mapping is a tool which has been used to support the development of more inclusive practice in schools. At St Alphege Infants and Sunbeams Nursery School we consider all children for inclusion on the schools provision mapping, many of the children present on the provision map will not be identified on the SEND register but have been identified as needing additional support to raise their levels of learning. The Inclusion Leader and Class teachers will pay particular attention to those children with SEND and other groups, vulnerable to experiencing barriers to participation and achievement. Children identified as EAL or 'working at greater depth' will also be considered during the provision mapping process. A provision map is an 'at a glance' way of showing the range of provision the school makes for children with additional needs, through additional staffing, small group intervention or in class support.

The Kent documents relating to Mainstream Core Standards for all Learners have avoided the use of any terminology relating to waves, tiers or levels of provision for children with additional needs. As a school we feel that the 'waves' of provision serve a real purpose in genuinely identifying how we allocate resources as a school. Therefore, at St Alphege Infants and Sunbeams Nursery School, our Provision mapping is divided into 'waves' of provision:

- **Wave One: (the inclusive classroom/ quality first teaching)** – offers an inclusive and well differentiated experience in everyday lessons to all children for example: planned differentiation by the class teacher and appropriate and targeted support by the TAs allocated to that class. At least four out of five pupils in this wave should make good progress without further support.
- **Wave Two: (additional interventions which enable children to work at age related expectations or above)** This wave offers pupils short-term extra help to

accelerate key points of learning. This will be conducted through small group interventions which are targeted and time limited. Children's entry and exit data will be used to evaluate the impact of these group interventions.

- **Wave Three: (additional, highly personalised interventions)** This wave offers intensive targeted support when small group intervention fails to work. Individual support is linked to very precise personal targets and timescales.

Waves of intervention will take place both inside and outside the classroom. The content and effectiveness of the sessions will be planned and evaluated by the class teacher and the Inclusion Leader to ensure progress is being made towards the children's targets. As much as possible, intervention groups will take place within the classroom as part of an inclusive and differentiated curriculum but will be planned and identified on a class provision map.

Examples of extra support are: specific speech and language programmes, Better Reading Partnership, Clever Fingers (fine motor control programme), Fizzy/Beam (gross motor programme), Play Therapy/Nurture groups to support the social and emotional needs of pupils. The school will also tailor specific programmes of support to individuals or groups of pupils should the need arise. This occurs through professional dialogue between Class Teachers, Teaching Assistants, the Inclusion Leader and Senior Leadership Team.

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 St Alphege CE Infants School and Sunbeams Nursery we are experienced in using a wide range of assessment tools to support the identification of SEND or the setting of relevant targets. If we feel that the need is appropriate and a child requires further assessment, above and beyond what is available within the school, we have access to external advisors who are able to assess children on our behalf and will support the setting of relevant support plans and targets. These include the Educational Psychology Service, Specialist Teaching Service, Health and Speech and Language Therapists. A referral will be made to the relevant external services following a discussion with the child's parents.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make best progress. These will be shared with parents, put onto a provision map or SEND 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 SEND 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 SEND support 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. The progress measured may be social, physical or academic.

The *SEND 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 or without a statement of special educational needs / 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.

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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments in line with their needs such as speech and language assessments, reading 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 support 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. 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 (2014, 6.37)*

In St Alphege CE Infants School and Sunbeams Nursery the quality of teaching is judged to be good / outstanding.

We follow the Mainstream Core Standards for all learners

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-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

At St Alphege CE Infants School and Sunbeams Nursery 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 SLT and Governors are continuously looking to make improvements as part of the school's accessibility planning. Any aspects of the school that need to be improved are identified and shared with relevant staff. These aspects are then prioritised for change in the shortest possible time frame.

3e additional support for learning that is available to pupils with special educational needs

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 SEN support. The amount of support required for each pupil to make good progress will be different in each case. Our provision maps are continuously updated to reflect the needs of the pupils in the school at any one time. In very few cases a very high level of resource is required and the school is able to bid for additional money from the Local Authority (known as High Needs Funding), to support these pupils. For further information regarding funding please speak with the school Inclusion Leader, Ms Becky Strike.

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 Alphege CE Infants School and Sunbeams Nursery are available to pupils with special educational needs either with or without a statement of special educational needs / 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 Alphege CE Infants School and Sunbeams Nursery 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 and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following: access to external counsellor, internal play therapy with our qualified Play Therapist, Nurture Groups, mentor time with member of senior leadership or wellbeing team, external referral to CAMHS, time-out space for pupil to use when upset or agitated etc.

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 Inclusion Leader at St Alphege CE Infants School and Sunbeams Nursery is Ms Becky Strike. Ms Strike is a qualified teacher, who has been at St Alphege CE Infant School since 2006, and is accredited with the 'National Award for SEN co-ordination' from Christchurch University.

Becky Strike is available on (01227) 272977 or becky.strike@st-alphege.kent.sch.uk . Ms Strike is also the Maths Leader, works four days a week (Monday-Thursday), and is non class based.

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

All teachers, teaching assistants and Mid Day Assistants have received a range of relevant SEND training which is regularly updated in line with the needs in the school and staff continued professional development. Further information regarding specific staff training can be obtained via the school office.

The school has a number of highly skilled members of staff – both Class Teachers and Teaching Assistants, who have received a wide range of specialist training such as: Deaf Awareness and BSL signing, Better Reading Partnership (BRP), Numbers Count, Science of Learning, Speech, Language and Communication, Play Therapy/Nurture and Attachment Disorder.

Where a training need is identified beyond this we will endeavour to find a provider who is able to deliver it. Some of the training providers we can approach are St

Nicholas Special School, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, Specialist Teaching and Learning Service etc. The cost of training is covered by the notional SEND 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 SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of external specialists.

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 Alphege CE Infants School and Sunbeams Nursery are invited to discuss the progress of their children on a number of occasions throughout year in line with the school's parent consultations and receive a written report in line with the schools mid-term and end of year reports. 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 three times per year.

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 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. Due to St Alphege CE Infants School and Sunbeams Nursery providing for children under the age of 7 years, this will always be delivered in a style appropriate for the child. 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 Alphege CE Infants School and Sunbeams Nursery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, Inclusion Leader or Head of School 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 The governing body's role in monitoring the provision for meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Inclusion Leader regularly reports to the Governor responsible for SEND to monitor provision, access to external professionals or agencies and to ensure that the needs of families are met through ongoing professional development.

Ms Strike also reports to the Full Governing Body (via the Head of School) three times per year outlining current data and the impact of all interventions on both groups and individual pupils. Ms Strike also delivers training to the link governor responsible for SENDs, to keep them abreast of all changes to SEND and ensure that they are fully aware of all implications for school provision.

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

Kent Parent Partnership Service (KPPS) 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,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

<http://www.kenttrustweb.org.uk/kpps>

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 Alphege CE Infants School and Sunbeams Nursery 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 pupils' onward destination by providing information to the next setting.

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> and parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

Approved by the GB: November 2024

Next review: November 2025