

St Nicholas CE Primary Academy



“Learning, loving and encouraging through Christ.”

Special Educational Needs and Disability Policy

Vision Statement

St Nicholas provides a welcoming, inclusive and aspirational learning environment at the heart of its community. We nurture, encourage and support all children, adults and their families to be the best as God intended. Following God’s example of love and trust, we develop resilience and creativity in all we do.



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1. Aims & Introduction

This Policy is written with reference to our Statutory Obligation under the 2010 Equality Act and 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The SEND Code of Practice defines SEND as

“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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (DfE)

2. Policy objectives

- In order to meet the special educational needs of our children at St Nicholas Primary Academy we adhere to the expectations of the SEN Code of Practice (2015)
- We identify those children who have SEND as soon as possible.
- We provide intervention at a suitable level when a child is identified as having SEND.
- We have high expectations for all children, including those with SEND.
- We use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the Early Years Foundation Stage/ National Curriculum in line with the expectations of 2012 Teachers’ Standards which states that all teachers

must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them”. (DfE)

- We are aware of every learner in our school and the contexts that may create barriers to their learning
- We use resources including The Mainstream Core Standards and pedagogic research effectively to support children with SEND.
- We assess and keep records of the progress of children with SEND.
- We work with outside agencies who provide specialist support and teaching for children with SEND.
- We inform and involve the parents of children with SEND so that we can work together to support our children.
- We encourage active involvement by the children themselves in meeting their needs.
- We provide ongoing training for all staff working with children with SEND.
- We map provision across the school and are adaptable in the deployment of staff in best supporting the needs of our learners.

3. Roles and Responsibilities

The Head teacher, Mr Christopher Dale and Deputy Head teacher Mrs Victoria Turner have responsibility for the day to day management of all aspects of the school's work, including provision for the inclusive education of children with SEND.

The SEND Governor, Mrs Billie Pateman, works with the School's Senior Leadership Team (SLT) to monitor the provision for pupils with SEND in the school. She meets with the Head of Inclusion to discuss current support.

The Head of Inclusion/ SENCO, Mrs Antoinette Starmer-Smith, has responsibility for coordinating the provision for pupils with SEND. This includes having an overview of the whole school response through personalised quality first teaching for all pupils including those with SEND, gifted and talented, vulnerable pupils and under achievers. She has responsibility for coordinating short term interventions and individualised long term interventions for more specific need. This occasionally involves commissioning support from outside agencies both in terms of assessments/diagnoses and models for support. She ensures that all members of teaching staff know their responsibilities in terms of the Teachers' Standards (1st September 2012) to maintain best practice in response to the Mainstream Core Standards.

The Head of Inclusion, Mrs Antoinette Starmer-Smith has completed the National Award for SEN Coordination. In addition, she is the Designated Teacher for children in care and a Designated Safeguarding Lead. She provides SEND outreach to other schools within the Aquila MAT.

4. Admissions

St Nicholas C E Primary Academy strives to be a fully inclusive school. The school welcomes all pupils in accordance with our admissions Policy.

5. Resources

Resources are allocated for Special Educational Needs by the Governing Body from designated funding from the EFSA and Kent County Council.

Pupil Premium money is allocated to school to offset deprivation and disadvantage for Free School Meals (FSM Ever6) and Children in Care and those who have been Adopted/gained permanency through Special Guardianship as well as Armed Forces Children.

Applications are made for High Needs Funding to meet the needs of children who receive support exceeding £6000 in an academic year. The applications are made to KCC and are measured against strict criteria. If an application is refused by KCC our support for the child is not withdrawn. Following the KCC funding review children are required have an EHCP or 'severe and complex needs' to be eligible for High Needs Funding.

6. Identification, Assessment and Review

The SEN Code of Practice 2014 identifies four broad areas of SEN:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health (SEMH)
4. Physical and Sensory (P&S)

In identification of need, children are referred to the SENCO by the class teacher, children's preschool providers at the point of Early Years Foundation Stage (EYFS) transition, diagnoses from outside agencies, concerns expressed by parents or the child's previous school. The class teacher will have an evidence basis for this referral observations, data, evidence from parents, etc.

It may be the case that a child's needs are transient and that barriers to learning are created by short term contextual change or are an indication of more specific need; therefore, the Head of Inclusion will meet with school staff and parents to develop a better overview and also define the next steps.

The Head of Inclusion attends pupil progress meetings where possible and these are also a context for identifying need.

7. The Local Offer:

Details of the Kent Local Offer are available here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

8. Provision for pupils with SEND:

Most pupils with SEND will receive the majority of their learning through inclusive quality first teaching, appropriately differentiated to meet their needs. The class teacher and the Head of Inclusion will be responsible for tracking the progress of pupils with SEND.

The Kent Mainstream Core Standards are used to support provision. Some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will

be “additional to and different from” normal provision within the class. However additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching. Appropriate, additional targeted intervention will be implemented following a professional discussion between the class teacher and the Head of Inclusion.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND. The senior leadership team (including the SENCO) are responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

A small number of pupils with SEND may still struggle despite quality first teaching and additional targeted interventions. For these pupils the Head of Inclusion will consider requesting additional professional advice by raising the child at the Local Inclusion Forum Team (LIFT) Meeting and/or from external support agencies which include Specialist Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority which may result in an Education, Health and Care Plan. Any involvement of other agencies, discussion at LIFT or statutory assessment for an EHCP can only follow written consent through an ‘Agreement to Engage’ from the parent/carer/guardian.

For those pupils with an Education, Health and Care Plan the Local Authority and the school will ensure that the pupil’s complex needs are met in accordance with the Plan. Three in-year reviews, including an annual review take place to ensure that the EHCP is a current and relevant working document.

9. Record Keeping

Non- confidential records relating to SEND pupils in each class are maintained by class teachers, included in their general records. SEND individual files are kept securely either in lockable storage or electronically.

10. Complaints procedure

Any complaints regarding SEND policy and provision should be addressed, in the first instance, to the Class Teacher. Class teachers are required to inform the head of Inclusion of any concerns by parents. If parents need further advice or clarification they are welcome to arrange a meeting with her. If a parent feels they need to take the matter further it can be addressed to the Head Teacher. The SEND Governor would be informed of any parental concerns.

11. Partnership within and beyond the school

St Nicholas CE Primary Academy works in close partnership with schools in Aquila, the Canterbury diocese multi academy trust. The Head of Inclusion is an Advisory SENCo to another local school.

The school works in partnership with the Specialist Teaching and Learning Service to develop staff skills and also to secure direct work for pupils.

Opportunities are made for class teachers and support staff to receive specialist training to ensure capacity for inclusion provision to meet the needs of all learners.

The school works with both feeder pre-schools and receiving secondary schools to support inclusive transition for all pupils.

Nursery visits take place to support transition for all new EYFS children. The school participates in Secondary School transition programmes.

All teachers and teaching assistants at St Nicholas CE Primary Academy are committed to their responsibility to provide inclusive provision for all pupils on roll. There is effective collaboration across the school to provide interventions and support for children where needed. Experienced members of staff share their skills with the common purpose of enabling our learners to achieve their potential.

12. External Support Services

The school uses the Early Help system to request support for children and their families where needed. The school regularly refers to school nursing service for emotional wellbeing support and makes referrals to specialists as appropriate and in negotiation with parents. There is an ever-changing offer of support and we attend network meetings to keep up to date with new initiatives.

13. Partnership with Parents

The school has an open-door policy. Parents are encouraged to work in collaboration with the school for the benefit of the children.

The school works in close partnership with parents. The Family Liaison Officer (FLO), Ms Lisa Baker provides training and support for parents, both in house and through referral to appropriate agencies. Our Learning Mentor, Mrs Clair Seiver also is available to offer support on the gate each morning.

We do:

1. Ensure all parents are aware of the school's arrangements for pupils with SEND.
2. Discuss with parents our observations about gaps in their children's learning.
3. Provide frequent opportunities for parents to meet with the Head of Inclusion and/or class teacher to discuss their child's needs.
4. Value the parents' contributions and wishes.

14. Pupil Participation

At St Nicholas CE Primary Academy, we value the opinions, ideas and aspirations of our pupils. We consult our pupils regularly.

Pupils of all abilities are consulted in relation to their learning. Pupils are engaged in the School Council, as Worship Leaders and as Wellbeing Champions.

Our aim is to provide children with a high-quality education where purposeful learning, stimulus and a full partnership between teachers and parents encourage each child to reach their maximum potential. This is true of all pupils, irrespective of their needs, barriers, exceptionality and skills.

Mrs A Starmer- Smith
Head of Inclusion/ SENCo