

# St Saviour's Church of England Junior School Westgate

## SEN & Disability Policy/SEN Information Report

**Revised by Governors February 2025**

### **'Christian Vision**

St. Saviour's fosters a strong sense of community and belonging. We instil a sense of calmness within our school environment, just as Jesus calmed the storm, which we believe extends into the wider community. Our progressive curriculum exposes children to new experiences which gives every child the opportunity to achieve their potential. Through these principles, we seek to create an inclusive and supportive space where all individuals feel valued and journey with us through the storm and calm of life.

### **Christian Values**

Christian values inform our actions and thoughts on a daily basis.

Community, Consideration, Courage

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

### ***How is this policy a reflection of our vision?***

Guided by the example of Jesus calming the storm, we will work to ensure that all children flourish in a calm and kind environment. We are ambitious for all students, including the most vulnerable – every child should reach their full potential. We believe that true inclusion means children being taught in the classroom, principally by a qualified teacher, this is the entitlement for all children in our Christian community.

These Christian values inform the way we treat each other at St. Saviour's Church of England Junior School. Alongside our Core Value of Compassion, we expect all members of the school community to interact in a positive way.

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

Children and Families Act 2014

SEN Code of Practice 2014

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 and 2013

This policy should be read in conjunction with the following school policies;  
Behaviour Policy, Equalities Policy, Safeguarding Policy, Medical Needs Policy, Accessibility  
Policy, Homework/School Pupil agreement, Complaints Policy

This policy was developed with parents/carers, governors, school staff and parents of pupils  
with special educational needs and will be reviewed annually. The policy has been discussed  
with the SEN Governor, who has reported to the Full Governing Body. It has been placed on  
our School Website, with a request for feedback.

Comments in writing regarding this policy are welcome. Mr Arnold can be contacted via  
email- [office@st-saviours.kent.sch.uk](mailto:office@st-saviours.kent.sch.uk)

### **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 (2014, p 4)*

### **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 (2014, p5)*

### **What is the Local Authority Offer?**

A local offer gives children and young people with special educational needs or disabilities and  
their families information about what support services will be available in their area. The  
name 'local offer' was given by the government.

Every local authority must talk with children and young people with special educational needs  
or disabilities and their families to find out what sort of support and services they need. There

will be many different types of services that children and young people may need, including support services in school and specialist health services.

Children, young people and their families may also have ideas about what leisure activities should be available, and what services are needed to help young people move towards independence in adulthood.

The local authority's local offer is published on:

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

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

At St Saviour's we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, social, emotional and mental health, hearing impairment, autism, physical 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 with the following kinds of special educational need: Speech and Language difficulties, learning difficulties, hearing impairment and autism. 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 Saviour's Church of England Junior School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points: Language for Learning Screen, STAR reading age tests, Parallel Spelling age test, Visual stress screen, Lucid Rapid, NVR assessment, termly class-based assessments.

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:

- Speech and Language provision delivered by a Speech and Language Therapist
- Counselling/Play Therapy delivered by qualified counsellors
- Small Focus Groups
- Toe by Toe Phonics
- Reading Mentors
- PiXL therapy
- Booster sessions
- Social Skills Groups

- Cognitive Behaviour Therapy
- Fine Motor skill (handwriting, Clever hands)
- Gross Motor Skills (FIZZY)
- Lunchtime and After School Clubs

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we have access to external advisors such as a Speech and Language Therapist, Specialist Teacher -Hearing impairment and an Educational Psychologist who are able to complete more detailed assessments. We also have access to the Specialist Teaching and Learning Service via the Local Inclusion Forum Team (LIFT) as part of The Local Offer. We are also able to refer some pupils for Occupational / physiotherapy assessments, and make referrals to Children and Young People's Mental Health Service (CYPMHS) for investigations with regards to ADHD and Autism.

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 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**

#### **a) How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/set teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN 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 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.

### **b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

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 SENDCO 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 and behaviour
- Other teachers' assessments, where relevant and observations
- 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

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.

### **c) 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 Saviour's Church of England Junior School, the quality of teaching is judged to be good or better throughout by in-school moderation/observation. In the most recent OFSTED inspection in March 2018, the school was judged to be good. The report stated; *"Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities achieve particularly well because of the attention the school gives to both their well-being and their academic progress."*

In the SIAMS inspection in November 2017 the school was judged as Outstanding.

We follow the Mainstream Core Standards <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> device 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 e.g., one to one tutoring, small group teaching, 1to1 Phonics work, use of ICT software learning packages.

#### **d) how the school adapts the curriculum and learning environment for pupils with special educational needs**

At St Saviour's Church of England Junior School, 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.

We have made the following adaptations to ensure all pupils needs are met:

- Differentiated curriculum
- Adapting resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, pre-teaching of vocabulary, longer processing time, reading instructions, rest breaks, sensory breaks

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning

- Adapted classroom practice to meet the needs of children
- Digital Assistive Listening Device (DALD) used in some classrooms and assembly
- Door widening for wheelchair access to playground
- Training for adults to support diabetes
- Training for all teachers about supporting pupils with autism
- Online training for teaching assistants about attachment, supporting pupils with ADHD, autism, speech, language and communication needs, dyslexia and dyscalculia

#### **e) additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'High Needs 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 a higher level of SEN support. The amount of support required for each pupil to make good progress will be different in each case. 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.

**f) 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 Saviour's Church of England Junior School are available to pupils with special educational needs either with or without an Education Health 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.

**g) support that is available for improving the emotional and social development of pupils with special educational needs**

At St Saviour's Church of England Junior School, 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 e.g. PSHE, class assemblies, and cross curricula teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils, who need the most help in this area, we also can provide the following; e.g. access to counsellor/play therapist, mentor time with member of senior leadership team or the Family Liaison Officer (FLO), Cognitive Behaviour Therapy (CBT), external referral to CAMHS, and lunchtime Clubs/activities to use a space for children who are upset or agitated.

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 Deputy Headteacher Mr John Arnold has overall responsibility for Additional Educational Needs and is the designated SENCo.

Mr John Arnold [office@st-saviours.kent.sch.uk](mailto:office@st-saviours.kent.sch.uk) is available on 01843 831707.

**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**

A cycle of training is in place to ensure all teachers and teaching assistants receive the following awareness training;

- Autism Spectrum Condition, Hearing Impairment, Visual Impairment, Physical Impairment, Learning Difficulties, Behaviour Difficulties, Attachment Disorder, Child protection training

Where a training need is identified beyond this we will find a provider who is able to deliver it. For example, via the Specialist Teaching and Learning Service, Educational Psychologist,

Speech and Language therapist, occupational therapists and physiotherapists. 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 school 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 Saviour's Church of England Junior School are invited to discuss the progress of their children on two occasions a year and receive a written report once per 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 which will be shared with parents twice a year.

If following this normal provision and 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. 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. 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 Saviour's Church of England Junior School are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with the Class Teacher, Family Liaison Officer, Deputy Head teacher and the Head teacher, 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 Educational 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.

**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:-

- Bought in Speech and Language Therapist (one day a week)
- Bought in Counselling (two days a week)
- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO eg: NAS, SENCO forum, NASEN
- Access to specialist advice from Special Needs Schools and their staff

**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**

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  
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)

## **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 Saviour's Church of England Junior School, 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 sure the transfer is as seamless as possible.

The SENCO, Family Liaison Officer (FLO) and Year 3 Staff attend meetings at all our feeding schools and information about all pupils is exchanged. Additional visits are arranged for the Year 3 staff to meet all the children joining St Saviour's. Liaison meetings and extra transition visits of SEN children are arranged by the SENCO. Meetings occur between the SENCO, FLO, outside agencies and parents/carers before children start a new school to ensure their needs are met and transitions are successful.

We also contribute information to a pupils' onward destination by providing information to the next setting. Information is passed on to Secondary Schools for all pupils, extra meetings are arranged between the SENCO and FLO of St Saviour's and the Secondary Schools, so that there is a smooth transition of pupils with SEN. This may include staff from the Secondary School spending time at St Saviour's to gain awareness of teaching strategies/resources in use. Where appropriate, some SEN children may make additional visits to their Secondary School in the Summer term before they change schools.

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

The local authority's local offer is published on:

<https://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.

### **The name and contact details of the SEN Co-ordinator**

The Deputy Headteacher Mr John Arnold has overall responsibility for Additional Educational Needs and is the designated SENCo.

Mr John Arnold [office@st-saviours.kent.sch.uk](mailto:office@st-saviours.kent.sch.uk) is available on 01843 831707.

Mrs Emma Priest, who can be contacted at [emma.priest@st-saviours.kent.sch.uk](mailto:emma.priest@st-saviours.kent.sch.uk), is the Special Educational Needs Governor.

Approved by the GB in February 5

Next review on February 2026