



**St. Ethelbert's Catholic Primary School  
and Nursery**

**SEN & Disability  
Policy**

Date of Policy Issue: September 20265

Name of Responsible Person: Mrs L James Role of

Responsible Person: SENDCo

Signature of Responsible Person ...

Signature of Headteacher: S.D. Marshall Signature of

Chair of Governors: Mr D Coleman

Date agreed

Date to be reviewed: July 2026

Our vision for St Ethelbert's Catholic Primary School is to be 'a school with High Expectations for All, in the Light of Christ'. All pupils will be given every opportunity to achieve their potential and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement. All members of our school community will be fully equipped to meet all pupils' needs through appropriate professional development. St Ethelbert's will be an outstanding school.

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*'Every child at St Ethelbert's is to fulfil their academic, social, behavioural and emotional potential in the surroundings of a Catholic community, and in which each individual shares or respects the Catholic church and Christian way of Life.'*

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This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2015

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 the following school policies - Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy

This policy will be 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. *SEN Code of Practice (2015, p 15)*

## **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 (2015, p16)*

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

At St Ethelbert's School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning 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 a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: global delay, significant speech and language need, autism, SEMH needs. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / 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 Ethelbert's 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 including Y1 phonics screening, speech link, language link, spelling age, reading age, Boxall Profile.

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 include booster groups for literacy/numeracy, Better Reading Partnership, Toe by Toe, Plus 1, Precision teaching

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 Ethelbert's School we are introducing a range of assessment tools as part of GL SEN Assessment Toolkit. And we have access to external advisors who are able to use further assessment tools to support identification of need.

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

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 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 of reading age, spelling age etc. The assessments we use at St Ethelbert's School are dependent on the age and needs of the young person. 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 (2015, 6.37)*

In St Ethelbert's School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards [<https://www.kelsi.org.uk/special-educationneeds/special-educational-needs/the-mainstream-core-standards>] advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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

At St Ethelbert's 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 statements of special educational needs / Education, Health and Care Plans.

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

As part of our budget we receive 'notional SEN 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 and interventions are offered according to pupil need and staff deployment. In very few cases a very high level of resource is required. This is taken to our Community of Schools, where it is discussed and finances given to support the school in providing additional resources for the children.

### *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 Ethelbert's School 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 Ethelbert's 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, circle time 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 also can provide the following e.g. sensory space, movement breaks, Time to Talk, Draw and Talk, sensory circuits. Currently the school is working towards gaining Nurture UK accreditation in our approach to well-being of all stakeholders.

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 St Ethelbert's School is Lauren James.

Mrs James is available on 01843 585555 or [senco@stethelbertsschool.co.uk](mailto:senco@stethelbertsschool.co.uk). Her days for working at school are Monday, Tuesday and Wednesday.

#### 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 and teaching assistants have had the following awareness training recently: Autism and strategies for supporting young people with Autistic Spectrum Condition in school, Attachment and its impact on young learners, Precision Teaching as an intervention for learning.

In addition, the following staff have received the following enhanced and specialist training: Mrs Calver (Wellbeing Champion) thrive Practitioner, Ms Taylor (Autism Champion). Mrs Cayley speech and language teaching assistant. Mrs Kelly and Mrs Hitch (SEN teaching assistants)

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist. 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 the notional SEN 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 Ethelbert's School are invited to discuss the progress of their children on two of 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 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 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 a statement of SEN / 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 Ethelbert's School are used for complaints about provision made for special educational needs. We encourage parents

to discuss their concerns with class teacher, SENCO, Deputy headteacher, Headteacher 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 a Statement of SEN 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: -

- Free membership of LIFT for access to specialist teaching and learning service
- 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, etc
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

11      *The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)*

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 Ethelbert's 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 the transfer as seamless as possible. We communicate with the range of feeder nurseries, and attempt to see the children in their safe space to get a comprehensive picture of any needs.

We also contribute information to a pupils' onward destination by providing information to the next setting. We attend the local transition forum meeting to make direct links with KS3 provision, as well as specific meetings for individual children when the need arises.

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

The local authority's local offer is published on [www.kelsi.org.uk](http://www.kelsi.org.uk) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.