

Viking Academy Trust



SEND Policy

Upton Junior School

Approved by the Trust: Term 1 2022

Reviewed annually: Term 1

Latest review: Term 1 2026

Signed:

A handwritten signature in blue ink, appearing to read 'Roby', is written over a faint rectangular box.

Chair of Trust

SEND Policy

The Viking Academy Trust

Empowering children through education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This SEND is specific to **Upton Junior School**.

This policy has been reviewed in conjunction with the SEND Green Paper, March 22.

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 Policy, Single Equality Statement, Safeguarding Policies, Complaints Policy, Transgender Policy, Medical, Health and Safety Policy

The VAT believes that every teacher is a teacher of every child, including those with Special Educational Needs. This policy is produced with the aim of all pupils to be fully included throughout all areas of the trust. We aim to raise the aspirations and expectations of all pupils. This policy was produced through guidance from key legislation. The policy was then reviewed by the trusts staff, who were able to validate the policy is a true reflection on their classroom practice and school expectations. Parents are openly invited to review policies on our website and make contributions. These contributions will be discussed at Governor level and feedback given/changes made.

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 Upton Junior School, we endeavour to 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, downs syndrome, physical disability, learning difficulties, social and emotional, behaviour difficulties and mental health. 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. 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 Upton Junior School, we monitor the progress of all pupils twice a year to review their academic progress. We also use a range of assessments with all the pupils at various points eg phonics screening, Speech Link, Language Link, spelling age, reading age, a range of assessments to give an indicator of a possible barrier to learning, including non-verbal reasoning, memory, auditory and visual processing, fine and gross motor, SDQ's and Thrive Assessments.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where progress is not sufficient the school will provide evidence-based support, even if special educational need has not been identified, to enable the pupil to catch up. All additional support is recorded on the school provision mapping system in consultation with parents. Please see Appendix 1 below for examples of provision.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their area of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

We also have access to external advisors such as: SEN IA, STLS, SAL, School Health, OT, Physio, CYPMHS, Green Banks/NELFT.

The purpose of 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, recorded on the School Provision Plan and may be put into an individual personalised provision map (where a high level of provision is required). All provision is reviewed regularly and refined / revised if necessary. At this point we will have identified whether 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. The pupil may be added to our 'SEN Register' and their progress tracked accordingly.

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. This may result in them no longer being recorded on the 'SEN Register'. When any change in identification of SEN is changed parents will be notified.

If the school is concerned about not meeting the needs of a pupil; School will follow KCC guidelines about tracking progress and reviewing/amending provision over at least 3 cycles of review (one year) before seeking further support from outside agencies.

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

All personalised provision plans are reviewed a min of 3 times a year. Each review of the personalised provision map will be informed by the views of the pupil, parents and class/subject teachers and the assessment information which will show whether adequate progress is being made.

We will follow the graduated approach (appendix 2) and the four-part cycle of assess, plan, do, review. The assessment will be reviewed regularly.

The class or subject teacher will work with the SENCO 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 or behaviour
- Other teachers' assessments, where relevant
- 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.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- a. Is significantly slower than that of their peers starting from the same baseline
- b. Fails to match or better the child's previous rate of progress
- c. Fails to close the attainment gap between rate of progress
- d. 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 will enable an evaluation of the effectiveness of the special provision. All associated paperwork is reported to the SEN department of the LEA.

3b) 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)

'Excellent teaching and improved identification of need in inclusive educational settings, will mean fewer children and young people need additional interventions as they will be getting the support they need as part of high quality teaching within the classroom.' (SEND Green Paper, March 22)

We follow the [Mainstream Core Standards](#), 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. personalised curriculum / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' 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. The school regularly reviews the delivery of additional support by all adults to ensure the effectiveness and quality of this provision.

3c) 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. In very few cases a very high level of resource is required. 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 via the Community of Schools meetings. Please see [here](#) for further information on Communities of Schools Model.

3d) 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 Upton Junior School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. The school will use their best endeavours to allow access for all.

3e) support that is available for improving the emotional and social development of pupils with special educational needs

At Upton 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 PSHE lessons and indirectly with all conversations adults have with pupils throughout the day. 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.

Upton Junior School operate a tiered approach to Mental Health and Wellbeing support. We are able to offer support within the classroom, break-out space in school such as a sensory room, small group or 1:1 support with a Learning Mentor, support from a Thrive Practitioner, or accessing outside agency support (e.g. Emotional Wellbeing Team) based on the individual needs of the pupil.

4) The name and contact details of the SEN Co-ordinator

The SENCo at Upton Junior School is Mrs Emma Hill, Deputy Headteacher for Inclusion and Behaviour - a qualified teacher, Designated Teacher for Children in Care, Thrive Childhood Practitioner, Senior Mental Health Lead and accredited with the National Award for SEN Co-ordination.

Mrs Hill is available on 01843 861393 or emma.hill@uptonjunior.com

The SENCO will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Class teacher will:

- Track the progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEN policy

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

Staff training needs are closely monitored in relation to the children in their care. The following awareness training may be needed: ASD, SAL, De-escalation, Memory, ODD, ADHD, Dyslexia, Emotional Regulation, Sensory processing, Alternative recording, Developmental Trauma. This may be provided to key personnel or as whole staff training.

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, TISS (Thanet Inclusion Support Service), Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists, NELFT etc. 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, the school will seek to acquire these through 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 Upton Junior School are invited to discuss the progress of their children in school on two occasions a year and will also receive a written report once a year.

In addition to this, parents of pupils 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.

If your pupil has been identified as having an educational need there may be additional meetings with outside agencies and opportunities to review provisions throughout the year.

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 may be consulted about and involved in the arrangements, alongside their parents/carers, 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 Upton Junior School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teachers, Head of Year, Assistant Headteacher, 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 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 SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head of school/ SENCo to determine the strategic development of the SEN policy and provision in the school

The governing body have engaged with the following bodies:-

- 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 a pupil with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCo eg Community of Schools meetings, NAS, SENCO forum, NASEN etc

All governing boards have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND). In practice the governing board delegates to a member of the board who report back to annually.

Governing boards must:

- Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's needs SEND
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when the school is making special education provision for a child
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date provision made for pupils with SEND Publish information on their websites about the implementation of the board's policy for SEND (the school SEN information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND

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 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

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 Upton 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 the transfer as seamless as possible. Key staff attend transition sessions arranged with Thanet Primary/Infant Schools. Where additional transition information may be necessitated, meetings are arranged with parents and infant staff as appropriate.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition meetings are held in conjunction with secondary schools and all relevant information is communicated. These are attended by the SENCo. Additionally, secondary leaders (Head of Year 7 or KS3) make visits to Year 6 pupils to gain further transition information during Term 6.

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>
- Local Kent Directory · Local Offer. Activities, events, support services and educational options for children with additional needs and disabilities. · 0-25. <https://local.kent.gov.uk/kb5/kent/directory/home.page>
- KELSİ is a resource for school professionals in Kent run by Kent County Council. <https://www.kelsi.org.uk/special-education-needs/special-educational-needs>

Parents without internet access should make an appointment with the SENCo or Learning Mentor for support to gain the information they require.

Appendices

Appendix 1 – Examples of provision for different areas of need

SEN Category	Wave 1 Quality First	Wave 2 Interventions	Wave 3 Highly personalised provision
Cognition and Learning	Class rules, rewards and sanctions Differentiated Curriculum Key word lists Writing frames Multi-sensory teaching Chunked tasks Modelling Learning Mats Targeted seating arrangements Targeted teacher support Visual aids for spoken instructions Dyslexia friendly fonts Teaching of subject key words Seating allows peer support Print outs of Flip Charts Dictionaries and thesauruses available Enquiry based learning. Weekly spellings, times tables and mental maths Developmental marking, including next steps, in Written and spoken instructions differentiated to	RWI Groups FreshStart Paired Reading Precision Teaching Access to in class TA support Reading in class Students pre reading texts Booster groups Access to books appropriate for reading ability Maths intervention Pre- teaching Audible	Learning mentors Highly differentiated curriculum One to one English/ Maths interventions using specific programmes of study Services input, Home communication book Access Arrangements such as a laptop, reader, scribe TEEACH (independent work station and tasks) Computer programmes such as Nessy, clicker and doodle

	suit differing learning styles. Flexible methods of recording work. Individual, paired and group work. Special and adapted equipment to support pupils e.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised time tables. Use of I.C.T across the curriculum; including laptops, tablet devices & interactive whiteboards. Relevant classroom displays. Labelled resources. Marking shared with children. Foundation, KS1 and KS2 libraries. Reading scheme books and reading records. Rewards – house points, Head Teacher awards, achievement certificates.		
Communication and Interaction	Differentiated curriculum Visual support for verbal input Routines/ pre warning about change Modelled, chunked tasks	Lego Pre-teaching Catch up sessions Time out card Social skills intervention Talk Boost	Specialist Teaching Service/ SALT support Social Stories Comic Strip conversations Personalised Timetable 1:1 support

	Clear instructions and timings Thinking time given – 10 second rule Multi-sensory learning Seating plans/ workstation Pre-teaching vocabulary	Language Link/Speech Link Pentagon/ pre-teaching vocabulary Black Sheep interventions	Sensory breaks Speech and Language Therapy
Sensory and Physical	Enlarge/modified resources hearing support equipment Seating plans Pen grips/ handwriting pens Appropriate P.E options Access to ICT/ alternative ways to record	Handwriting intervention Additional technology Typing support Catch up sessions, medical card for access to the toilet Sensory circuits Clever Hands/ Gross Motor Fizzy Sensory Circuits	Medical Care Plan Physiotherapy support O.T support Intimate care plan Input from Somerset Support Services for Education Personalised P.E programmes Highly personalised resources- braille and tactile Assistance to move around the site TA support Learning support mentoring
SEMH	Catch Me Cards Visuals – learning behaviour Tasks broken into chunks Pre-teaching Targeted teacher support in class Seating plans Positive parent links Positive approach and rewards Peer Meditation/ massage Transparent, firm and fair behaviour system Responsibilities Fiddle toy, move and sit cushion	Targeted enrichment activities Time out card TA support in class Parental contact WOW Book Catch Me/ Behaviour cards Social Skills/ Lego Role of responsibility (for example ambassador or librarian) Peer mentor support Access to lunchtime club	Behaviour Support Plan Risk Assessment Boxall Profile and supporting intervention THRIVE Elsa Drawing and Talking Art Therapy One to one Mentoring Access to learning support at social times Integration plan Input from external agencies

		Circle Time using Mood Meter	Achievement record Social Stories
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Appendix 2 – Graduated Response Tool

 Upton Junior School Graduated Response Tool 				
Stage	Provision Required	Support and Provision	Assessment, Recording and Monitoring Systems	Monitored by
1	Universal provision	High quality inclusive teaching Personalised learning targets Necessary learning adaptations made Assessment for learning	Reviewed at Pupil Progress meetings Progress Data	Class teacher Head of Year SLT
2	Early intervention support	In addition to stage 1: Support within class through B20% strategy	Reviewed at Pupil Progress meetings Progress Data	Class teacher Head of Year SLT
3	Targeted additional support	In addition to stages 1-2; Additional group or individual intervention	Reviewed at Pupil Progress meetings SENCo made aware Intervention records Assess Plan Do Review cycle – provision map Consider adding to the SEN register - added to SEN monitoring list	Class teacher Head of Year SLT SENCo
4	Prolonged targeted additional support	In addition to stages 1-3; Continued intervention support Potential EP consultation	SEN register Pupil passport - Assess Plan Do Review cycle Reviewed at Pupil Progress meetings Intervention records SENCO monitoring provision	Class teacher Head of Year SLT SENCo
5	Targeted intensive additional support	In addition to stages 1-4; Multi-professional support Personalised plan Consider request for EHCP	SEN register Pupil passport Personalised plan - Assess Plan Do Review cycle SENCO monitoring provision Consider end of year transition meetings	Class teacher Head of Year SLT SENCo
6	Provision over and above stage 4 including specialist/ individual provision	In addition to stages 1-5; EHCP reviewed annually Multi-professional support Personalised plan	EHCP Annual review meeting Pupil passport Personalised plan - Assess Plan Do Review cycle SENCO monitoring provision	Class teacher Head of Year SLT SENCo