

# Headcorn Primary School

## Special Educational Needs & Disability (SEND) Policy



This policy will be reviewed as appropriate, and at a minimum every 3 years or earlier if required. Any amendments will require the approval of the Full Governing Body. This policy for Headcorn Primary School was developed by the Special Needs Co-ordinator (SENCo) and based on guidance from KCC and approved by the Full Governing Body in consultation with governors, staff, pupils and parents.

Approval Body	Full Governing Body
Approval Date	7 <sup>th</sup> March 2023
Date for Review	March 2024
Signed - Chair of Governors	Jack Keeler
Signed - Head Teacher	Sarah Symonds
Signed - SENCo	Rebecca Daniel

# Headcorn Primary School

## Special Educational Needs & Disability (SEND) Policy

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

Whilst this policy outlines SEND provision, it should be read in conjunction with other relevant policies available on the website or directly from school.

### Definition of SEND

A child or young person has SEND 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 SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

This policy sets out how Headcorn Primary school intends to support children identified with a special educational need. We hope you find the information you need below, but if you have any questions, concerns or would like a further discussion, please do not hesitate to contact the SENCO Rebecca Daniel. Please e-mail: [Rebecca.daniel@headcorn.kent.sch.uk](mailto:Rebecca.daniel@headcorn.kent.sch.uk)

## ***Who co-ordinates the SEND provision?***

Rebecca Daniel, has specific SENCO (special educational needs co-ordinator) responsibility for co-ordinating the SEND provision at Headcorn Primary School. Rebecca Daniel is a qualified teacher and has achieved the National Award for SEN Co-ordination.

Rebecca Daniel is available on 01622 891 289 or Rebecca.daniel@headcorn.kent.sch.uk

The SENCO is responsible for:

- The daily implementation of the school SEND policy
- Liaising with and advising teaching staff and teaching assistants on SEND matters.
- Managing teaching assistants.
- Co-ordinating the provision for children with SEND.
- Overseeing the provision for pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with parents and external agencies including the LA's support and Educational Psychology Service, Schools Liaison Service, Health & Social Services and Voluntary Bodies.
- Liaising with the Inclusion /SEND Governor.
- Jointly monitoring the emotional and educational development of Looked After Children (LAC) and Children in Care (Cic).

All teaching and non-teaching staff are involved in the development of the school's SEND policy and where relevant are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have responsibility for managing the outcomes of work undertaken by teaching assistants timetabled to them.

The Head Teacher, Sarah Symonds, has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body informed. In conjunction with the management team, the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

The school has a named governor, Janice Ramsay, with specific responsibility for SEND & Inclusion.

## **Special Educational Provision**

### ***What kind of special educational need does the school make provision for?***

At Headcorn Primary School we can make provision for frequently occurring special educational needs through SEN Support which may include for instance, dyslexia, dyspraxia, speech and language needs, autism, Attention Deficit Hyperactivity Disorder, 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 a very small number of pupils with a statutory statement of special educational need known as an Education, Health and Care Plan (EHCP).

Decisions on the admission of pupils with Education, Health and Care plans 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.

## **Identification and Assessment**

### ***How are pupils identified and assessed for SEN?***

At Headcorn Primary School we monitor the progress of all pupils six three? times a year to review their academic progress. Pupil tracking data and test results are analysed for individual pupils and cohorts. Progress data is analysed for pupils on the SEND Support register.

Procedures and practices are monitored three times a year by the SENCO and SEND governor. Information gathered is used to improve the outcomes for children via the School Improvement Plan.

### ***What assessments are undertaken and when?***

A range of assessments are used with all the pupils at various points throughout the year: e.g. regular Phonic assessments (throughout Year R, Year 1 and Years 2 to 6 if required), Phonics Screening Test at the end of Year 1 and teacher assessments for Reading, Writing and Maths three times a year throughout the school. Pupils also undertake some written assessments from Year 3 upwards in order to help prepare them for the future.

Where difficulties or lack of progress are identified then children will be further assessed using one or more of the following as deemed appropriate: Speech Link, Language Link, Language for Learning, NELI, Boxall Profile, Thrive, Visual Stress, Spelling Age, ~~Neale Reading Assessment~~, Sandwell Maths Assessment, Lucid Rapid (for under 8 year olds), LASS for 8 years and over. Other assessments may also include BPVS to assess receptive language, EVT to assess expressive language and Ravens to assess non-verbal reasoning.

Where progress by a pupil is not considered sufficient, even if a special educational need has not been identified, extra support or provision is put into place to enable the pupil to catch up.

### ***Where insufficient progress for a particular pupil is identified, what support is available?***

In the first instance, teachers refer to the Mainstream Core Standards to inform their practice. The strategies recommended in the Core Standards are implemented, along with strategies recommended from the aforementioned assessments as appropriate, for:

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory & Physical Development.

Extra support includes interventions or strategies to support difficulties with:

Memory, phonological processing, gross motor skills, emotional literacy, behaviour, self-esteem and social skills, fine motor skills, gross motor skills, sensory development, speech, language and communication, numeracy support, writing and spelling support and literacy support.

### ***What happens if the strategies and interventions don't help?***

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 continue to use our range of assessment tools to determine the cause of the learning difficulty and to record evidence of interventions and progress in preparation for the engagement of external specialist support should it become necessary.

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. The findings of these assessments will be shared with parents/carers, put into an SEN support plan and reviewed and revised regularly.

### ***What is the School's SEN List?***

We place children on the School SEND List (also known as the SEND Support Register) following assessments and where we have identified that a pupil requires special educational provision which is additional and different to what is normally available. Before any pupil is added to the SEND register, the 4-stage cycle of the graduated response outlined in the Code of Practice will have been followed – Assess, Plan, Do and Review.

We no longer use National Curriculum levels to look at a child's progress and attainment. Instead we work towards ensuring each child is working to their full potential and meeting Age Related Expectations. ~~We use Target Tracker to gather and analyse any data or evidence collected. Target Tracker is used widely across the country and enables us to track children's progress and attainment in order to ensure the very best provision is made for all children.~~

- If a pupil is able to make good progress using this extensive, 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 and continue with the extra support.
- Pupils who do not require extensive additional and different provision but still require some support will be supported as a child with an additional need (AN) without being placed on the SEND register. This can often be the case with medical diagnosis's that do not necessarily affect a child's academic progress but may affect their well-being.
- **It is important to note** that children may receive SEND support throughout their school life, for a short period of time or periodically and will be added or taken off the list (in consultation with parents/carers) accordingly.

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.

## **Making provision for pupils with special educational needs whether or not they have EHC Plans**

### ***How is the effectiveness of the SEND provision evaluated?***

Each review of the SEND 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 *SEND Code of Practice (2015, 6.17)* describes inadequate progress as:

- Significantly slower than that of their peers starting from the same baseline
- Unable to match or better the child's previous rate of progress
- Unable to close the attainment gap between rate of progress
- Widening the attainment gap

For pupils receiving SEND support or those 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### ***How is the progress of a child receiving SEND support assessed and reviewed?***

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with additional or special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Headcorn Primary School are listed in Section 2. Using these assessments, it will be possible to see if pupils are increasing their level of skill in key areas.

If these assessments do not show adequate progress is being made a ~~SEND support plan, detailed on the provision map~~ Personalised Plan will be drafted and shared with parent/carers, ~~will be reviewed and adjusted.~~ This will be reviewed and adjusted as appropriate, at least three times a year.

### ***What is the school's approach for teaching children needing SEND support?***

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The school regularly and carefully reviews 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 SEND most frequently encountered *SEND Code of Practice (2015, 6.37)*

~~At Headcorn Primary School the quality of teaching is judged to be Good (Ofsted, April 2017).~~

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. These core standards can be found on the following link,

<http://www.kelsi.org.uk/pupil-support-and-wellbeing/targeted-support/sen-and-disabilities/sen-forms.aspx>

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

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, precision teaching, pre-teaching, ~~fast learning, mentoring~~, small group teaching and use of ICT software learning packages, such as Clicker 8.

### ***How does the school adapt the curriculum and learning environment for pupils needing SEN support?***

At Headcorn Primary 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 both internal and external assessments and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, staff and governors review the school's Accessibility Plan annually. This provides an opportunity to review progress over the last 3 years and to set objectives for the next 3 years. The school's Accessibility Plan can be found on the school website under School Policies.

### ***What additional support for learning is available for children requiring SEN support?***

As part of our overall budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. This support is recorded and monitored using personalised provision maps.

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.

### ***How does the school enable pupils requiring SEND support to be included in school activities (including physical activities) together with children who do not have special educational needs?***

All clubs, trips and activities offered to pupils at Headcorn Primary School are available to pupils with special educational needs and disabilities, either with or without an 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.

### ***What support is available to improve the emotional and social development of pupils requiring SEND support?***

At Headcorn, we implement a Whole School Nurture ~~The Thrive Approach~~; a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. 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, and mentoring and indirectly with every conversation that adults have with pupils throughout the day. The Zones of Regulation is used across the school to support children with recognising their emotions and developing their emotional regulation skills.

The school has established a set of core values that reflect the ethos that every member of the school community is proud to uphold. The core values are Aspiration, Inclusion and Resilience – Learning for Life!

For some pupils with a greater need of help in this area we also can provide the following additional services including access to a counsellor, mentor time with a member of the senior leadership team, access to our Nurture Provision (social and emotional intervention with a member of our Inclusion Team), time-out space for pupils if required and external referral to Early Help, the School Health Service or CAMHS (Child & Adolescent Mental Health Service).

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.

### ***Who is trained to support children with SEND?***

The auditing of training needs reflects those expected by national standards and those identified in the School Improvement Plan.

- The SENCo, teachers and teaching assistants will attend SEND courses, particularly those that have a bearing on the children they are supporting.
- Staff are given regular opportunities for INSET to develop confidence and skills in working with SEND children. Governors are also invited to school-based training.
- Staff are involved in developing practices which promote whole-school approaches to SEND.
- The staff at Headcorn School regularly shares good practice with local schools and special schools.
- NQTs access specific training and induction programmes.

### ***What facilities and equipment are available to support children with SEND?***

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

### ***How are parents consulted and involved with their child's SEND support?***



All parents of pupils at Headcorn Primary School are invited to discuss the progress of their children at Parent-Teacher Conferences (PTC's) on three occasions a year and receive a written report once a year.

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 and pupils three times per year.

The SENCo or staff may also carry out further, more in-depth assessments to inform the type of additional help required and implement interventions as necessary.

If it is agreed that a pupil needs extensive support, then they will be identified as having a special educational need because special educational provision needs to be made. This will be referred to as **SEND with Support**.

Parents/carers of children with a Personalised Plan, ~~receiving SEND support~~ are invited to attend a meeting, with their children if appropriate, three times a year to specifically discuss the personalised provision with the SENCo. Parents will be actively supported to contribute to assessment, planning and review.

Parents/carers of pupils with a statutory **Education, Health and Care Plan** will also 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.

### ***How is my child consulted and involved with his/her SEND support?***

When a pupil has been identified to have special educational needs, he/she will be involved in the arrangements made for them as part of person-centred planning, as appropriate. Pupils will be encouraged to give their views and engage in planning their future provision via the Pupil Passport as well as in discussion. 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.

### ***How do I make a complaint about the provision being made for my child with SEND?***

Please refer to the school's complaints procedure should you wish to raise a concern or complaint.

There are some circumstances, usually for children who have an Education, Health and 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.

### ***How does the governing body involve other bodies, including health and social services, 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 has engaged with the following bodies: -

- Membership of LIFT for access to specialist teaching and learning service.
- Subscribers to ELSA

- 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.
- Membership of professional networks for the SENCo including the SENCo Forum, The Key and NASEN.
- Independent Speech and Language Therapist

### ***Who can I contact for support?***

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child’s education. Leaflets are available from the SENCO or KPPS can be contacted directly on

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

### **Transition**

#### ***What are 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?***

Transition can be a worrying time for some children (and parents) so we make every effort to support this process as much as possible.

At Headcorn Primary School we work closely with educational settings used by the pupils before they join our school in order to ensure we have enough information to make the transition as seamless as possible.

We also provide information, by request, to a pupil’s onward destination, which may involve a telephone conversation or meeting between the two schools.

For transition to secondary school, this is done in terms 5 & 6 and a meeting is held between the SENCo, parent/carer and new school if required. Extra transition visits are also set up if needed. If a child is to be home-schooled, then the information is given directly to the parent/carer.

### **KENT’S LOCAL AUTHORITY OFFER**

#### ***What is the Local Authority’s offer?***

Kent’s Local offer is all about making it easier for people to find out about services available to 0-25 year olds with special educational needs and disabilities.

You can find out about:

- arrangements for identifying and assessing children and young people with special educational needs and disabilities
- how to access services and how decisions are made
- services to support young people prepare for adulthood and independence
- arrangements for resolving disagreements, complaints, mediation and appealing to the SEN Tribunal
- sources of support, advice and information

***Where can I find the Local Authority's local offer?***

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs/assessments-and-statements-of-special-educational-needs>

<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.

A glossary of terms can be found separately on the school website.