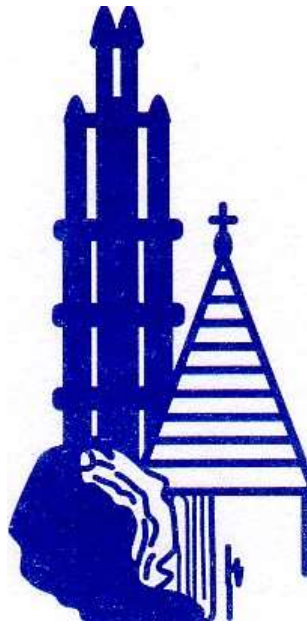


# Hadlow Primary School



## SEN & Disability Policy

Signed	Date: Sept 2024
Chair of Governors	
Signed	Date for Review: Sept 2025
Headteacher	

# Special Educational Needs Information Report

September 2024

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

Part 4 Local Offer

Regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 2021

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:

Admissions

Positive Relationships Policy

Single Equalities Policy

Safeguarding and Child Protection Policy

Home learning Policy

Accessibility Policy

Complaints Procedure

This policy was developed in collaboration with staff, governors and parents/carers of children with and without Special Educational Needs. The policy will be reviewed annually.

The Governor responsible for SEND is Jenny Maydon.

## 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)*

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

At Hadlow Primary School we can make provision for every kind of frequently occurring special educational need without an 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 an Education, Health and Care plan with the following kinds of special educational needs: Global developmental delay, Speech and Language delay, 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 Hadlow Primary School we monitor the progress of all pupils regularly throughout the year to review their academic progress and the effectiveness of all interventions using teacher assessment and data analysis.

We also use a range of assessments with all the pupils at various points

These include:

- Baseline Assessment in the first term of Reception Class
- Language link assessment for all pupils in EYFS and Year 3
- Phonics screening at the end of Year 1
- Spelling and reading ages at least annually
- Times Tables screening in Year 4
- End of year written assessments for all year groups
- SATs at the end of Year 6

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 shown in the Whole School Provision Map, and may include small or one-to-one intervention sessions in reading, writing, phonics/spelling, maths, fine and gross motor-skills, working memory, social skills or sensory needs.

## Whole School Provision Map

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and Physical</b>
<b>Provision for all</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Differentiated curriculum and outcomes</li> <li>• Visual resources</li> <li>• Illustrated dictionaries</li> <li>• Assessment and tracking</li> <li>• Use of IT</li> <li>• Mathematics</li> <li>• Success for All Phonics and Spelling</li> <li>• Jungle Club Spelling Yr 2</li> <li>• Guided reading</li> <li>• Planned reflection time</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling for good social interaction</li> <li>• Opportunities for Peer and Group learning</li> <li>• Clear daily routines and expectations</li> <li>• Whole school social stories</li> <li>• Visual resources</li> <li>• Visual timetables</li> <li>• Focus on vocabulary development</li> <li>• Use of IT</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Blueprint</li> <li>• Zones of regulation with personalised toolkits for self-regulation</li> <li>• PSHE / circle times</li> <li>• Responsibilities in class and school</li> <li>• Access to talk time / mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Peer Massage</li> <li>• Yoga</li> <li>• Flexible teaching</li> <li>• Sensory aids</li> <li>• Resources and manipulatives to support learning</li> <li>• Wide range of extra-curricular activities</li> <li>• Whole-class visual timetables</li> </ul>
<b>Group Provision</b>	<ul style="list-style-type: none"> <li>• Pre-teaching for new concepts, skills and vocabulary</li> <li>• Phonics and Spelling catch-up groups</li> <li>• Support in class for English and Maths</li> <li>• Handwriting support – Letter Join</li> <li>• Maths interventions and catch-up sessions (self-referred)</li> <li>• Guided reading and comprehension support</li> <li>• Tutoring with the Lightning Squad</li> <li>• Memory Magic</li> <li>• Nurture Club</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups</li> <li>• Language for Learning groups</li> <li>• Speech and Language provision</li> <li>• Memory Magic</li> <li>• Language Gap</li> <li>• Communicate in Print resources</li> <li>• Social stories</li> <li>• Lego therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups</li> <li>• Nurture activities</li> <li>• Toolkits for self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory Circuits</li> <li>• BEAM</li> <li>• Clever Fingers – fine motor programme</li> <li>• Widget resources</li> <li>• Handwriting support</li> </ul>

Individual Provision	<ul style="list-style-type: none"> <li>• Visual resources</li> <li>• Task boards</li> <li>• Daily reading</li> <li>• Building Reading Stamina programme</li> <li>• Toe by Toe</li> <li>• Individual support</li> <li>• Number Stacks programmes tailored to meet needs of the pupil</li> <li>• Access to Lightning Squad in school and at home</li> <li>• Words First</li> </ul>	<ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Inclusion Support Programme</li> <li>• Speech and Language programmes – following targets sets by SALT, or assessed via speech link, or via Language for Learning assessments</li> <li>• Task boards</li> <li>• Visual resources</li> <li>• EAL support</li> <li>• Better Reading Partnership programme</li> <li>• Alternative provision for break and lunchtimes</li> <li>• Speech to Text software</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Support Programmes</li> <li>• Talk Time</li> <li>• Social stories</li> <li>• Art therapy</li> <li>• Anger management programme</li> <li>• Individual behavioural contracts &amp; / or reward support programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory profiling</li> <li>• Sensory circuits</li> <li>• Sensory resources</li> <li>• Coloured overlays</li> <li>• Writing slopes</li> <li>• Chill out area</li> <li>• Enhanced visual clarity used on IWB and computer screens</li> </ul>
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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 Hadlow Primary School we are experienced in using the following assessment tools:

- Speech Link
- Language Link
- British Picture Vocabulary Scale
- Language for Learning Observation checklists
- Dyslexia Portfolio
- York Assessment of Reading for Comprehension
- Phonological Assessment Battery
- Boxall Profile
- Leuven Scale (Wellbeing and Engagement)

We also have access to external advisors including Specialist Teachers in Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory Development, Speech and Language Therapists, Occupational Therapists and Physiotherapists, Educational Psychologists, Community Paediatricians and Counsellors who are able to use an extensive range of specialist assessment tools and make detailed analysis of their findings.

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, included on provision plans, reviewed regularly, and refined / revised as necessary. At this point we will have decided the extent of support required and whether or not the pupil/s will be added to our SEND register or remain in our group of pupils who will continue with an intervention and be monitored closely.

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 requiring additional support for which they will be monitored closely. If the pupil is able to maintain good progress without the additional and different resources they 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 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 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 Board.

#### 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 three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading/spelling age etc. (Please refer to list of assessments in section 2) 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 Hadlow Primary School the quality of teaching is judged to be Good, following our last Ofsted inspection in October 2019.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/send-documents/the-mainstream-core-standards>

In meeting the Mainstream Core Standards the school employs additional teaching approaches including: one to one tutoring, precision teaching, mentoring, small group teaching, use of IT software learning packages.

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

At Hadlow 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 assessments, both internal and external, 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 The Governing Board constantly monitor the appropriateness of the building, curriculum and enrichment opportunities in light of pupils needs.

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

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching and support is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring short-term intervention or SEND support. The amount of support required for each pupil to make good progress will be different in each case and a variety of interventions will be used (See section 2). In a 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 High Needs Funding.

*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 Hadlow Primary School are available to pupils with SEND either with or without an Education Health and Care Plan. Where it is necessary, the school will use the resources available 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 Hadlow Primary School we understand that an important feature of the school is to enable all pupils to develop an awareness and understanding of their emotions, emotional resilience and social skills. We use Zones of Regulation throughout the school with direct teaching in PSHE lessons, Circle Time activities, Emotional Literacy, assemblies 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:

- Access to Talk-Time or a counsellor
- Referral to external agencies such as CAMHS, School Health and Early Help
- Access to self-esteem, anger management and social skills groups
- Quiet self-regulation space for pupil to use when dysregulated
- Mentor time with another member of staff
- Personalised Inclusion Support Programme

*4 The name and details of the SEN Co-ordinator*

The SENCO at Hadlow Primary School is Sharon Vanns, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Mrs Vanns is available on 01732 850349 or [svanns@hadlow.kent.sch.uk](mailto:svanns@hadlow.kent.sch.uk)

*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*

We endeavour to provide all teachers and teaching assistants with relevant awareness training. This includes:

- ASD Awareness
- Dyslexia Awareness
- Zones of Regulation

- De-escalation strategies
- Positive Handling
- Speech and Language strategies
- Safeguarding
- Online Safety
- Bullying and Cyberbullying
- Specific maths and literacy
- Mindfulness and mental health and wellbeing
- Memory Strategies
- Social Stories
- Sensory awareness

In addition the SENCo has received the following enhanced and specialist training:

- Designated Safeguarding Leads
- Sensory Circuits
- Language for Learning
- Language and Communication development workshop
- Communicate in print
- Clicker training
- Reading Recovery assessment
- Autism Awareness
- Dyslexia Awareness
- Making Memories
- Movement for Learning – Brain Gym
- Tools for Assessment
- Positive Handling
- Risk Assessments and Care Plans
- Mental Health First Aid – Mind

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:

- Kent CPD online
- Educational Psychologist
- Speech and language therapist
- Occupational therapists
- Physiotherapist
- Specialist Teaching and Learning Service

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 Hadlow Primary School are invited to discuss the progress of their children twice a year and receive a written report at the end of the year. In addition we are happy to arrange meetings with the Class Teacher and/or SENCO outside these times. As part of our normal teaching arrangements, all pupils will access some additional support 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.

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 those needs better. From this point onward the pupil will be identified as having a special educational need because special educational provision is being made and the parent will be invited to planning and reviews of the 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 and the school will openly welcome parental contributions as well as incorporating the voice of the child.

*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 board 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 Hadlow Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENCO or Head of School to resolve the issue before making the complaint formal to the Chair of the governing board.

If the complaint is not resolved after it has been considered by the governing board, 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 Education, Health and Care Plan, 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 board may engage with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access as required to the Kent Educational Psychology 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

*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)*

Information for parents is available on the SEND Information Hub at

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

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 to make informed choices about their children's education and communicate confidently.

IASK is overseen by a steering group, half of which must be parents.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** -iask@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

*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 Hadlow Primary 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.

**Primary Transition:**

- Parents are provided with welcome packs and are invited to Open Mornings to view the school and to provide opportunities to ask questions or share concerns
- The reception class teacher visits children in their pre-school settings to meet them and discuss their strengths and needs with the professionals that are already working with them
- All children are offered the opportunity to visit during the school day several times before starting
- Home visit by reception class teacher and teaching assistant to get to know the child and the family before they join us
- For children with complex educational needs, a transition meeting will be arranged with family members and professionals involved with the child in order to make any appropriate arrangements and to ensure a smooth transition

**Secondary Transition:**

We also contribute information to a pupils' onward destination by providing information to the next setting.

- For pupils with Education, Health and Care Plans or significant needs, personalised transition plans are created at annual or mid-year review meetings and updated as required.
- Pupils attend as many transition days as are needed. Pupils may be accompanied by school support staff if needed.
- Vulnerable pupils may access a year 6 transition intervention programme at their receiving schools to support them with practical strategies to manage different situations at secondary school.
- All pupils are visited by a member of staff from their receiving school to ease transition
- Pupil profiles are sent forward to the receiving school, along with all SEN documentation and records.
- SENCO makes contact with the SENCO at the receiving school to discuss the strengths and needs of each child with Special Educational Needs and Disabilities.

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

The local authority's local offer is published on the SEND Information Hub

<http://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.

**Monitoring and review**

This policy was written by the SENCO in liaison with the Governing Board and Head of School and in consultation with a group of parents.

*This group of volunteers represent the entire parent body. Some have children with SEND and some do not.*

This report will be monitored by the Governing Board, who will always take due note of the guidance provided by the Local Education Authority.

The report will be reviewed every year, or earlier in the light of any changed circumstances.