



**Federation of Shepherdswell  
CE and Eythorne Elvington  
Community Primary Schools**



# SEND Policy

**FGB Meeting: 26.03.2025**

**Reviewed: Annually**

**Issue No: 2.0**

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

Children and Families Act 2014

SEN Code of Practice 2014

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 other school policies, including: Behaviour Support Policy; Equal Opportunities and Safeguarding Policies.

It was developed in liaison with teachers, staff and governors and will be reviewed annually. Parents have access to the school's website and are invited to feedback to the school.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision. A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them 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)*

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

At the Federation of Shepherdswell and Eythorne Elvington (FSEE), we can provide for every frequently occurring special educational need with or without an EHCP (Education, Health, and Care Plan). For instance, dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Disorder, ADHD, learning difficulties, hearing impairment, and social or emotional difficulties.

Other kinds of special educational needs do not occur as frequently and with which the school is less familiar, but we can access training and advice to meet these kinds of needs.

through for example the Specialist Teaching Service (via the LIFT process); School Nurses; Educational Psychologist.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The schools meet the needs of pupils with an Education, Health and Care plan through an enhanced admissions policy and close liaison with parents.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children, or those with other special educational needs.

### **Information about the policy for identification and assessment of pupils with SEN**

At the FSEE, children's academic progress is monitored 6 times a year. We also use a range of assessments at various points during the year as necessary and include: Screening speech and language in EYFS, Phonic Screening in Year 1; Reading age assessments during the 1<sup>st</sup> or 2<sup>nd</sup> term and language assessments as necessary, including Speech Link, Language Link, Language for Learning.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This may include small group or 1-1 work in maths/literacy; differentiated daily phonic groups; listening skills groups; Fizzy; Language for Thinking and intervention programmes designed by the class teacher &/or SENDCO.

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 of assessment tools to determine the cause of the learning difficulty. At FSEE, we are experienced in using the following assessment tools: Language Link and Speech Link Irlen screening and assessments which may indicate Dyslexia. We have access to external advisors who are able to use the appropriate assessment tools for individual children's needs.

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 or caregivers, included in the Class Provision Map, and regularly reviewed and revised as needed.

At this stage, we will identify the pupil as having a special educational need (SEN) if they require additional and different support beyond the usual provision. This will be in place to support access to the curriculum and encourage social or academic performance. 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 being 'vulnerable' to needing extra input and may add them to our Additional Needs register (AEN). 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. Parents or caregivers will be notified When any change in SEN identification is noted.

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.

### **Information about the school's policies for making provision for pupils with special educational needs whether or not they have Education Health Care Plans, & how the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEND support register will be informed by the views of the parents, SENDCO, class teachers and other staff members such as Teaching Assistants and the Senior Leadership Team. The assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, p. 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 on the SEN register, with or without an Education, Health and Care Plan (EHCP), the provision made for the child will be regularly reviewed, enabling an evaluation of the special provision's effectiveness. The headteacher will collate all annual review evaluations of effectiveness and report them to the governing body.

### **School's arrangements for teaching, assessing and reviewing the progress of pupils with special educational needs:**

Every pupil in the school has their progress tracked regularly. 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 are often given by the class teacher and teaching assistants, including those children who may be at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In meeting the Mainstream Core Standards advice set out by KCC, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. Language for Thinking; 1-1 or paired tutoring; Language through Colour or ICT packages etc.

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

At the FSEE, we follow the advice in the Mainstream Core Standards on adapting the curriculum and 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 Governors have recently made the following improvements as part of the school's accessibility planning:

- Addition of space for daily group work by converting old cloakroom areas for KS2 & use of a spare classroom for KS1 (EE)
- Employment of a qualified SENCO with the accredited SEN training (FSEE)

- Adaptations to the whole of the outside area of the school, the foundation stage classroom, the KS1 classroom & one of the KS2 classrooms to make them disability assessable including the addition of hand rails to the toilets. (EE)
- New Sensory Room (The Oasis room) & allocated Sensory Circuits Room (SW)

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

The amount of support required for each pupil to make good progress will differ in each case and is listed on a class or individual provision map. In very few cases, a very high level of resource is required (usually, but not always, for a child with an Education Health Care Plan.) The funding arrangements

require schools to provide up to £6000 per year of resources for pupils with high needs. Above that amount, the Local Authority may provide additional funding to the school via High Needs Funding.

### **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 the FSEE are available to pupils with special educational needs and/or disabilities, with an individual risk assessment carried out as needed. Where necessary, the school will use the resources available to it to provide additional adult support to enable the pupil's safe participation in the activity.

### **Support that is available for improving the emotional and social development of pupils with special educational needs:**

At the FSEE, we understand that an important feature of our schools is enabling all pupils to develop emotional resilience and social skills, both through direct teaching (e.g., PSCH, tutor time) and indirectly through every conversation that adults have with pupils throughout the day. For some pupils who need the most help in this area, we can also provide the following: access to a counsellor via the school nurse wellbeing team; mentor time with a member of the senior leadership team; external referral to CAMHS; time-out space for pupils to use when upset or agitated, etc. They would also have access to specific interventions designed to support social and emotional needs.

Pupils with special educational needs who are in the early stages of emotional and social development will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources beyond those required by pupils who do not need this support.

**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 training:

Autism Education Trust awareness training with AET & STLS; ADHD from STLS; Education Endowment Trust training with the Education people and various aspects of the teaching of SEN provision including maths and English; 1<sup>st</sup> aid; relevant medical training; phonics etc. In addition, certain staff members have received specialist training in dyslexia, dyscalculia, Fizzy, Language through Thinking, Language Link, Speech Link, Language through Colour, sensory processing, Makaton, Paediatric 1st aid, Early Bird ASD Social Story training, etc.

Where a training need is identified beyond this, we will find a provider who can deliver it.

Training providers we can approach are Aspen/Smile Centre, Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teaching & Learning Service (through the LIFT or Clinic process), and School Nurses. The notional SEN funding covers the cost of training.

**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 that the school does not have, we will purchase them using the notional SEN funding or seek a loan for them. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

**The arrangements for consulting parents of children with special educational needs about and involving them in their education:**

All parents of pupils at the FSEE are invited to discuss their children's progress three times a year and receive a written report once a year (SW) or termly (EE). In addition, we are happy to arrange meetings outside these times, and the schools have an 'open house' policy. Parents of children who are identified on the SEN register will have a copy of their child's personalised plan outlining the provision in place for their child. As part of our normal teaching arrangements, all pupils will access additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not necessarily imply that the pupil has a special educational need. All such provisions will be shared with parents by the class teacher and recorded, tracked and evaluated on a Provision Map or Personalised Plan for those on the census.

Parents will be actively supported in contributing to assessment, planning, and review if, after regular provision shows, less than expected progress is being made.

In addition, 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.

### **The arrangements for consulting young people with special educational needs about and involving them in their education:**

When a pupil has been identified as having special educational needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them, specifically which targets they are working on, as part of child conferencing as appropriate. All children with an EHCP will be invited to attend their Annual Review.

### **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 treating complaints at the FSEE are used for complaints about provisions made for special educational needs. We encourage parents to discuss their concerns in the first instance with the class or teacher, SENDCO, or 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, 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 the Secretary of State for all other cases. There are some circumstances, usually for children who have an EHCP, where parents have a statutory right to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

### **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 has engaged with the following bodies:

- Membership of LIFT for access to specialist teaching and learning service
- 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 pupils with a 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 SENDCO, e.g. SENCO forum.



**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 (Parent Partnership Services):**

IASK (Information, Advice & Support Kent) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000, Mon – Fri. 9-5 [www.iask@kent.gov.uk](mailto:www.iask@kent.gov.uk) & <https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/kent-parent-partnership-service>

**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 the FSEE, we work closely with the educational settings used by the pupils before they transfer to us from preschool or when changing schools to seek information that will make the transfer as seamless as possible.

We also contribute information to a pupil's onward destination by providing information to the next setting. On Secondary transfer, SENDOs meet to exchange confidential and updated SEN documents with the receiving school of children who are still on the Support Register of SEN. Those with EHC Plans are also discussed at the review during the year preceding transfer, which the Secondary Support Leader/Senco is invited to attend.

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

The local authority's local offer is published on:

[www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer](http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer)

Parents without internet access should make an appointment with the school for support to obtain the information they require.