



## HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

# SEND POLICY

## September 2023

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

Last Reviewed	September 2022
Next Review Date	September 2024
Ratified by	FGB
Ratified on	27.09.2023
Lead Person	Rachel Forward

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## Introduction

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:

- Accessibility Plan
- Behaviour and Discipline Policy
- Equality Policy
- Equal Opportunities Policy
- Child Protection Policy
- Home Learning Policy
- Complaints Policy
- E-Safety Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Needs Policy
- Pupil Premium Policy Review Statement

The SENCO at Hildenborough C of E Primary School is Rachel Forward, who is a qualified teacher and holds the National Award for SEN Co-ordination. She also holds the following qualification: BA (Hons) Degree. Rachel is a member of the Senior Leadership Team.

She is available on 01732 833394 or [Rachel.Forward@hildenborough.kent.sch.uk](mailto:Rachel.Forward@hildenborough.kent.sch.uk). She is available Monday, Wednesday and Thursday.

The Inclusion Manager at Hildenborough C of E Primary School is Caroline Stone.

She is trained to carry out therapeutic play sessions with children. She is available on 01732 833394 or [caroline.stone@hildenborough.kent.sch.uk](mailto:caroline.stone@hildenborough.kent.sch.uk). She is available Monday, Tuesday, Thursday and Friday.

This policy has been updated with input from staff and Governors and will be reviewed annually.

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## 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.

*SEND Code of Practice (2015, p15-16)*

## 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’.

*SEND Code of Practice (2015, p16)*

## This policy answers the following questions:

1. *The kinds of special educational need for which provision is made at the school*
2. *Information about the policy for identification and assessment of pupils with SEN*
3. *Information about the school’s policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including*
  - 3.1 *how the school evaluates the effectiveness of its provision for such pupils*
  - 3.2 *the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs*
  - 3.3 *the school’s approach to teaching pupils with special educational needs*
  - 3.4 *how the school adapts the curriculum and learning environment for pupils with special educational needs*
  - 3.5 *additional support for learning that is available to pupils with special educational needs*
  - 3.6 *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*
  - 3.7 *support that is available for improving the emotional and social development of pupils with special educational needs*
4. *The name and contact details of the SEN Co-ordinator*
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*
6. *Information about how equipment and facilities to support children and young people with special educational needs will be secured*
7. *The arrangements for consulting parents of children with special educational needs about, and involving them in, their education*

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- 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education*
- 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*
- 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*
- 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)*
- 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*
- 13. Information on where the local authority's local offer is published.*

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

At Hildenborough C of E 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 meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ADHD, autism, PDA, physical difficulties and medical needs. 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 Hildenborough C of E Primary School, we monitor the progress of all pupils three times a year to review their academic progress in mathematics, reading and writing. We use an assessment tool called Insight, which enables us to track progress and identify gaps in knowledge. We also use a range of assessments with all the pupils at various stages: Speech and Language Link screening in Year R, phonics screening in Year 1, Collins reading fluency assessment in Key Stage 1 (and as required in Key Stage 2) and spelling assessments in Key Stage 2.

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. Examples of extra support are small group booster teaching in reading, writing and maths; regular reading with an adult; individual or group handwriting support; individual or group fine and gross motor skills support; sensory circuits; appropriate educational computer software/apps for iPad; use of writing support software (Clicker 8); individual or small group speech and language support; access to school based therapeutic play sessions; social skills group work.

We acknowledge other factors may impact on progress and attainment e.g., attendance and punctuality, health and welfare, English as an Additional Language, being in receipt of pupil premium funding; however, we know that these alone do not constitute a special educational need.

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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 of assessment tools to determine the cause of the learning difficulty. At Hildenborough C of E Primary School we are experienced in using the following assessment tools: Ravens and British Vocabulary Picture Scale (ability indicators); Lucid Rapid and Dyslexia Portfolio (dyslexia screeners); SpeechLink and LanguageLink assessments; Test of Visual Perceptual Difficulties; Test of Auditory Processing. We also have access, via the Specialist Teaching and Learning Service (STLS), to a wide range of assessment tools that are available on a loan basis. The SENCO attends training by the STLS on how to administer relevant assessments. A full list of available assessments can be requested from the STLS team.

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. Assessment results will be shared with parents, and, if necessary, outcomes/targets will be put into a personalised provision plan. These will be reviewed and updated three times yearly. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil, which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified as having special educational needs. When we have identified a special educational need, parents of that child 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 Personalised Provision Plan will be informed by the views of the pupil, parents and class teacher (including assessment information from teacher), which will show whether adequate progress is being made.

The *SEND Code of Practice (2014, 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 EHC Plan there will be an annual review, as well as two in-year meetings to track the provision made for the child, which will enable evaluation of the effectiveness of the special provision – this information is shared with the local authority. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

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For pupils without an EHC Plan, but with an SEND, there will be three review meetings yearly, which will enable evaluation of the effectiveness of the special provision set out in their Personalised Provision Plan.

Although we set meeting dates for the evaluation of provision, we welcome parents to make an appointment to discuss their child at any time throughout the year, either with the class teacher or a member of the SEND team (see section 4 for contact details).

### **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 age, spelling age etc. The assessments used at Hildenborough C of E Primary School are listed above in section 2. Using these, it will be possible to see if pupils are increasing their level of academic skills in key areas. We also track social development or other identified areas of need, i.e., behaviour, as appropriate.

If these assessments do not show adequate progress is being made, the Personalised Provision 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 SEND. 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 most frequently encountered SEND.

*SEND Code of Practice (2015, p99 6.37)*

At Hildenborough C of E Primary School, the quality of teaching was judged to be good in our last Ofsted inspection (February 2023).

We follow the Mainstream Core Standards advice 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, such as small group teaching, use of ICT software learning packages etc. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’. The Mainstream Core Standards can be found at <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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

At Hildenborough C of E 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

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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 make ongoing improvements as part of the school’s accessibility planning (see Accessibility Plan).

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

As part of our budget we receive ‘notional SEN funding’. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a high level of resource is required – these pupils are referred to as High Needs Pupils. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs. Schools can then apply for further funding through the local authority (KCC) for Higher Needs Funding (additional top up funding), where the cost of the SEND provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).

### **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 Hildenborough C of E Primary School are available to pupils with special educational needs, with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil with SEND in the activity. However, if there are concerns for a pupil’s safety, or for that of others e.g., accompanying peers or adults, they can be withdrawn from the activity, or must be supervised by a parent throughout the visit. Should it be deemed necessary for a pupil to be withdrawn from the trip alternative educational provision will be provided.

### **3g Support that is available for improving the emotional and social development of pupils with special educational needs**

At Hildenborough C of E Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through both direct teaching, for instance in PSHE lessons, peer to peer interventions and whole school 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: time-out space for pupils to use when upset or anxious; 1:1 support from our trained in-school play therapist; and, if necessary, a referral to the School Health Team or NHS CYPMHS (formally CAMHS).

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.

### **The Name and contact details of the SEN Co-Ordinator**

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The SENCO at Hildenborough C of E Primary School is Rachel Forward, who is a qualified teacher and holds the National Award for SEND Co-ordination. She also holds the following qualification: BA (Hons) Degree. Rachel is a member of the Senior Leadership Team.

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### **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**

The majority of teachers and teaching assistants at Hildenborough C of E Primary School have had the following awareness training:

- Autism
- ADHD
- Dyslexia
- Speech and Language (including Selective Mutism)
- Epilepsy

In addition, the following members of staff have received enhanced and specialist training:

Rachel Forward – Dyslexia

Caroline Stone – Foundation course in therapeutic play; Language for Learning; Speech and Language

Jayne Richards – Speech and Language

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: Nexus School, Kent Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapists, Physio Therapists, Dyslexia specialists etc. The cost of training is covered by the notional SEND funding.

### **4. 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 SEND funding, or seek it by loan. For highly specialist equipment, the school will seek the advice of the KCC Communication and Assistive Technology (CAT) team.

### **5. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**



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All parents of pupils at Hildenborough C of E Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report twice. In addition, class teachers and the SEND team welcome parents to arrange meetings outside these times, as they feel necessary. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if 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, and this information will be shared with parents at parent’s evening(s).

If improvements in progress are not seen following this normal provision, either in an academic or social context, we will contact parents to discuss the use of internal or external assessments, which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made. The parents of the pupil will be involved in the planning and review of this provision. Parents will be actively supported to contribute to assessment, planning and review, and are seen as central to any plans to apply for an Educational, Health and Care Plan.

In addition to this, parents of pupils already 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 in this review will be presented in a way that has been made accessible for parents.

## **6. 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 significant 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 personalised 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.

## **7. 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 Hildenborough C of E Primary School are used for complaints about provision made for special educational needs (see Complaints Policy). We encourage parents to discuss their concerns with the class teacher in the first instance. If they still feel the issue is unresolved then they are welcome to make contact with the SEND team. The Headteacher can also be contacted to resolve the issue before making a formal complaint 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.

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There are some circumstances, usually for parents seeking an EHC Plan for their child, 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.

#### **8. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Ability to purchase ad hoc support from Educational Psychology services
- Access to local authority’s service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum

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

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 413000

**OFFICE:** 03000 412412

**EMAIL:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

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

#### **10. 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 Hildenborough C of E 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. Transition meetings are held for some children with SEND when starting school. Early Years setting staff meet with school staff and parents to discuss how to ensure a child’s needs are met in their new school.

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We also contribute information to a pupils’ onward destination by providing information to the next setting. We will share relevant information with the receiving secondary school’s SEND departments so as to facilitate smoother transition. Children who are struggling with transition are helped in many ways, for example: additional transition meetings; sessions at new school supported by SEND staff; transition booklets etc.

Pupil files are forwarded to a new school on request should a child move schools outside of the usual transition points.

### **11. Information on where the local authority’s local offer is published.**

The local authority’s local offer is published on

<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.

Updated: September 2023

Next review on: September 2024