



SEN policy and information report

Lenham Primary School


Take Pride; Be Proud

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Document history: Written by M. Grieve	April 2022
Agreed by the governing body on:	November 2023
Review date:	October 2023
Signed:  Chair of Governors	

Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Definitions.....	3
4. Roles and responsibilities.....	3
5. SEN information report.....	4
6. Monitoring arrangements	9
7. Links with other policies and documents.....	9

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy should be read in conjunction with the following school policies:

Behaviour Policy; Supporting Children with Medical Conditions; Safeguarding Policy; Complaints Policy

Our Aims

- To encourage and motivate all children to achieve their full potential.
- To have high expectations of all our children. Children on our SEN register make progress, which compares well with the progress made by other children in school.
- To nurture children to become healthy, happy and well balanced in a safe and secure environment.
- To build the citizens of the future who make a positive contribution to the community.
- To develop children who respect and care for each other and for their surroundings and the wider world.
- We work closely with parents/carers and children to ensure that we take into account the child's own views and aspirations and the parent's/carer's experience of, and hopes for their child.
- To involve parents in supporting their children in every aspect of school life.
- All benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

If a pupil has lifelong or significant difficulties, they may be referred for a Statutory Assessment which can be requested by the school, or by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. If the required assessments are undertaken, it may lead to an Education, Health and Care Plan (formerly known as a Statement of Educational Need) being issued.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Michelle Grieve

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

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

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils follow a transition programme in school and will have an induction session at their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Interventions available

- Speech and Language / NELI
- Colourful Semantics / Sentence Structure
- White Rose Hub maths gap filling Assessment
- Precision Teaching number bonds and xtables
- Maths Whizz / Times Table Rockstars
- Bespoke curriculum
- Handwriting / Clever Fingers
- Phonic Book Reading
- Social Communication games / speaking and listening
- BEAM
- Sensory Circuits
- Visual and auditory memory

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson,
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, work stations.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, recording using talk to text, typing
- Lenham universal offer- regular brain breaks, Makaton, social stories (if needed), visual timetable, ABC trigger sheet and transition booklets.
- Provide resources in communication in print
- At Lenham Primary School we instigate a break from learning for individual children/groups/whole classes at the discretion of the teacher, or with specific reference to any formal diagnosis or targets set for any disadvantaged child. These breaks from learning can vary in duration and in the nature of the activity undertaken. The terms 'brain break', 'learning break' or 'break' can all be used to describe these breaks from learning.

5.8 Additional support for learning

Teaching assistants will support pupils in whole class teaching and learning, small groups and/or 1:1 following direction from the class teacher

5.9 Expertise and training of staff

Our SENCO has 10 yrs experience as SENCO and has worked as a class teacher and deputy head in an Independent SEND school for 13yrs and mainstream class teacher for 2yrs

They are allocated 3days a week to manage SEN provision.

All staff are aware and work with the Mainstream Core Standards.

We have a team of teaching assistants who are trained to deliver SEN provision.

Staff have been trained in:

Autism Spectrum / PDA

Phonics

Dyslexia

Diabetes

Colourful Semantics

Zones of regulation

Blob Classroom

Boxall Profile

5.10 Securing equipment and facilities

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.

Through Covid funding and Government support the school has additional Chromebooks

There are Interactive Whiteboards in all classrooms, including an intervention room and also two that are mobile and can be used around the school

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Lenham Primary School are disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.
- At Lenham 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.
- Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.
- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.
- As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning:
 - provision of direct access from each class to outside;
 - persons identified to facilitate evacuation of pupils and staff with high level of disability in case of fire;
 - use of visual timetables;
 - Continue to share training and experience across staff to ensure up-to-date knowledge; subject coordinators to lead relevant training and share good practice; and ensure use of visual timetables in all classes.

- The school's accessibility plan is on the website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

At Lenham Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, 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 counsellor; mentor time with member of SEN team; external referral to CAMHS; Young Healthy Minds

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.

Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Notification (EHN) with the family and support the child through that process.

If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP for a referral to Children and Mental Health Services ("CAMHS").

<https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>

<https://www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health>

If the child is felt to have long-term social, emotional or mental health needs (for example with anger management), the school offers a range of interventions which are delivered by staff who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Local Inclusion Forum Team (LIFT)
- Speech and Language
- Occupational Therapy
- Paediatricians
- Educational Psychologist (This is a service we access via LIFT for advice. An Educational Psychologist assessment and report costs approx. £1000 and does not fall within the school budget)

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Kent Parent Partnership Service (KPPS) 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
- Office: 0300 333 6474 and
- Minicom: 0300 333 6484
- E-mail: kentparentpartnershipservice@kent.gov.uk

5.17 Contact details for raising concerns

Class teacher: office@lenham.kent.sch.uk

SENCO: michelle.grieve@lenham.kent.sch.uk

Headteacher: headteacher@lenham.kent.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: Our local authority's local offer is published here: <http://www.kent.gov.uk/education-and-children/special-educational->

6. Monitoring arrangements

This policy and information report will be reviewed by Headteacher, SENCO and Governing Body every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions