



# Policy Document

Sutton-at-Hone C of E Primary School

## SEND Policy

September 2023

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**Our Vision:** We are God's family – learning together, loving together and growing together  
– striving to be the best we can be for ourselves, for God and for others.

**Our SEND Policy and subsequent practice supports our vision through ensuring that all pupils are included and have their needs met. Our emphasis on wellbeing provides every child with love, praise and appreciation for their unique strengths. No one is 'left behind' at Sutton, and all pupils are encouraged to be the best they can be.**

## Key Contacts

**SENCo:** Mrs Maggie Young contactable at [youngm@sutton-at-hone.kent.sch.uk](mailto:youngm@sutton-at-hone.kent.sch.uk)

**School contact:** 01322 862147 and [office@sutton-at-hone.kent.sch.uk](mailto:office@sutton-at-hone.kent.sch.uk)

**Headteacher:** Mrs Karen Trowell

**Chair of Governors:** Mr James Stubbs

**SEN Governor:** Mrs Danielle Davenport

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This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Schools Admissions Code, DfE 2021

This policy should be read in conjunction with other school policies as appropriate. The school have also published a SEND Information Report for parents: to explain how SEND support works in our school.

This policy was developed with the Senior Leadership Team, Inclusion Leader and SEND governor. Comment upon the development of the policy are always welcome from parents and staff. This policy will be reviewed annually.

## Definition of Special Educational Needs (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.

We are an inclusive school and can make provision for every kind of frequently occurring special educational need. For most children, they do not need an Education, Health and Care Plan (EHCP).

Area of need	Condition, Profile or Difficulty (whether diagnosed or not)
Communication & Interaction (C&I)	Autism spectrum disorder
	Speech & language difficulties
	Other communication difficulties
Cognition and Learning (C&L)	Specific learning difficulties e.g., dyslexia & dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional & mental health (SEMH)	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties
Sensory and/or physical (S&P)	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Gross and/or Fine Motor skill difficulties

There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. If a child has this type of need, the school will seek to access advice, support and training in order to support the child effectively.

The school will also use our best endeavours to meet the needs of any child with an Education, Health and Care plan within the resources available.

## A note regarding admissions

- 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 Sutton-at-Hone CE Primary School we regularly monitor the progress of all pupils through high quality assessment for learning, and from this form summative assessments at least three times a year. We also use a range of assessments with all the pupils at various points. These may include:

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|---|---|
| • EYFS Reception Baseline assessment            | • EYFS Reception Language Link screening                    |
| • Year 1 Phonics Screening Check                | • Leuven scales for Wellbeing & Involvement                 |
| • Year 6 statutory end of Key Stage assessments | • Standardised Maths, Reading & GPS assessments (NTS/ GaPS) |
| • Year 4 Multiplication Tables Check            | • Accelerated reader STAR tests                             |

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. These support programmes are detailed on our 'provision map'. *Examples* of extra support are:

- Phonics, spelling, reading and writing: SHINE English interventions, Phonics booster sessions, Dyslexia Gold, 'Toe by Toe', 'Stareway to spelling', 1:1/ small group tuition, individual/ group reading for fluency and comprehension, TRUGS, precision teaching, colourful semantics, personalised spellings.
- Maths: SHINE Maths intervention, 1:1 tuition, small group tuition, 'Power of 2', 'Plus 1'.

- Motor control: BEAM (gross motor skills), Clever fingers (fine motor skills), write from the start, handwriting support, use of equipment such as pencil grips and writing slopes.
- Social Skills: Lego therapy, social skills/ communication group, use of task boards and visual timetables.
- Sensory: Sensory circuits, use of sensory resources, use of equipment such as air cushions, movement breaks, use of concentration aids.
- Emotional & Mental Health: Zones of Regulation, Emotional support sessions, counselling.
- Speech & Language: Individual and small group speech, language, listening & comprehension programmes. Resources include Infant Language Link, Speech Link, Language for thinking

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Please note, it is not our policy to seek written consent from parents prior to undertaking assessments. At Sutton-at-Hone CE Primary School we use the following assessment tools:

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|--|---|
| • Neurodiversity checklist                     | • Test of Auditory Processing Skills (TAPS) |
| • Infant Language Link                         | • Neale Analysis of Reading Ability (NARA)  |
| • Junior Language Link                         | • Informal reading overlay assessment       |
| • RAPT (expressive language)                   | • Test of Visual Perceptual Skills (TVPS)   |
| • Speech Link                                  | • Year 2 Phonics screening                  |
| • British Picture Vocabulary Scale (BPVS)      |   |
| • Dyslexia screener such as Dyslexia Portfolio |   |

In addition to this, where appropriate, we can access external advisors such as Specialist Teachers through the Local Inclusion Form Team (LIFT), Paediatricians, Orthoptists, Audiologists and the school nurse who are able to use various assessment tools to assist in the determination of the cause of difficulties, and advise the school and parents further.

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.

In line with the Kent Dyslexia Policy, we are able to *screen* for dyslexic tendencies but do not pay for formal assessment. We use screener results alongside professional judgements to be solution focused rather than diagnosis focused. Parents are welcome to pay for private dyslexia assessment should they wish to do so, but this is not a requirement in Kent schools.

At Sutton-at-Hone CE Primary, Educational Psychologists are commissioned by the Local Authority to undertake agreed statutory assessment requests. We do not have an EP to refer to.

NHS Speech & Language is only able to provide a very limited service locally, but we have commissioned a private therapist to undertake SALT assessments in school from September 2023.

For pupils with SEND, we use a process known as **Assess, Plan, Do, Review (“APDR”)**. This is also known as ‘the graduated approach’.

### Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set.

### Do

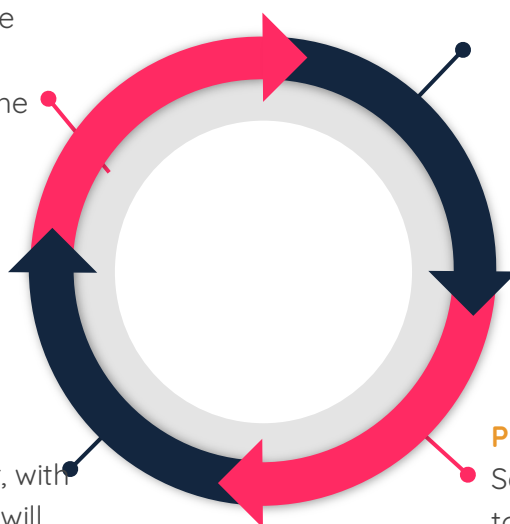
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for making sure support is in place and is having the impact we intended.

### Assess

Info about strengths & difficulties from: Classroom & SEND specific assessments, parent, pupil and staff discussions and sometimes external professionals.

### Plan

Set targets and plan support needed to achieve them. The plan is recorded on a class provision map or personal SEN support plan then shared with the child, relevant staff and parents.



A pupil is identified as having special educational needs when the school is making special educational provision for them, which is additional to, or different from that which is normally available. Parents will be informed, but do not need to give consent to their child being placed on the schools SEN register.

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 any change in identification of SEN is made 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 or class provision map will be informed, as appropriate to the needs of the child by: the views of the pupil (as appropriate to age and level of understanding), parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. Parents will be kept informed by class teachers.

The *SEN 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

The progress of pupils with SEN, and an evaluation of effectiveness of provision will be reported to the governing body.

### 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 monitored on an ongoing basis through high quality assessment for learning, and a summative assessment made at least three times a year to review their academic progress. In addition to this, pupils with special educational needs may have more frequent assessments. The assessments we use at Sutton-at-Hone CE Primary School are listed 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 or class provision map will be reviewed and adjusted.

### 3c. The school's approach to teaching pupils with special educational needs.

High quality teaching, accessible to all 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. Sutton-at-Hone CE Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' (and where appropriate Teaching and Learning Support Assistants) 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)*.

At Sutton-at-Hone CE Primary School the quality of teaching was judged to be **good** in our last Ofsted inspection (March 2020).

We follow the Mainstream Core Standards advice [www.kent.gov.uk](http://www.kent.gov.uk) developed and published 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 e.g. one to one teaching, counselling, small group teaching, use of ICT software, intervention programmes. These

are delivered by staff employed through the funding provided to the school as 'notional SEN funding' and are recorded on our class provision maps.

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

At Sutton-at-Hone CE 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 Governors have made the following improvements as part of the school's accessibility planning: addition of a pool hoist and accessible toilet during the swimming pool refurbishment, an extra disabled toilet and full wheelchair accessible new classroom block, staff training for specific needs, the purchase of a portable ramp, the fitting of additional lowered handrails on three flights of stairs and the installation of a step and grab rail at the entrance to the Foundation Stage classroom from the outdoor area. The school's Accessibility Plan provides a full audit and sets out future plans.

### **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 SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map, as well as mentioned above. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority may provide top up to the school. Schools can apply on a case by case basis for any high needs funding above £6000

required to support the needs identified. This is known in Kent as a 'High Needs Funding Application'.

**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 pupils are encouraged to take a full part in school activities. This includes curricular activities such as sports day and performances, extra-curricular activities such as clubs, school trips off-site and visits to school.

Pupils are not excluded from taking part in these activities because of their SEN or disability and we will endeavour to make reasonable adjustments to make sure that they can be included. We need to ensure that all pupils are able to be safe and happy, so may need to undertake a risk or needs assessment to establish the resources (human or other) and/or modifications necessary, to ensure the pupil is able to fully participate in the activity safely.

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

We are proud to place high levels of importance on wellbeing and have been awarded the Wellbeing Award for Schools.

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

Staff support all pupils to develop emotional resilience and social skills, both through direct teaching for instance: PSHE, circle time, activities in the classroom, collective worship, opportunities for reflection (and reflection areas in every classroom), and indirectly with every conversation adults have with pupils throughout the day.

Pupils with SEN are encouraged to nominate themselves for roles such as playground buddy, school council representative, leading lights, house captains.

We provide extra pastoral support for listening to the views of pupils with SEN through the provision of a 'social emotional champion' member of staff in each year group. We can also provide emotional support referrals as appropriate.

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.

We have a 'zero tolerance' approach to bullying. We encourage all pupils to speak up to any member of staff.

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

The SENCO at Sutton-at-Hone CE Primary School is Mrs Maggie Young, who undertakes this role as part of her duties as Inclusion Leader. She is an experienced, qualified teacher and has been accredited by the National Award for SEN Co-ordination. Contact details are: 01322 862147 or [youngm@sutton-at-hone.kent.sch.uk](mailto:youngm@sutton-at-hone.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.**

All of our staff undertake regular training via our CPD programme, as well as when a training need arises. This may be awareness, enhanced or specialist training for one, several or all staff. It is not practical within a policy document to list every staff member and the training which they have undertaken, but training relevant to this policy include:

Zones of regulation	Medical training	TEACCH
ASD	Speech & Language	Unconscious bias
PDA	BEAM	Attachment
ADHD	Sensory circuits	Mental health
Phonics	Precision teaching	Hearing impairment
Dyslexia	Use of Visuals	Mainstream Core Standards

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: Ifield School, Rowhill School, Milestone Academy, Valance School, Educational Psychologists, NHS and Private Therapists (Speech/ language, occupational and physiotherapy) and 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. We have also worked alongside a charity, to create bespoke disability aids when needed.

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

All parents of pupils at Sutton-at-Hone CE Primary School are invited to discuss the progress of their children at two parents' evenings each year and receive a written progress report at the end of term 6 and a further opportunity to meet with their child's teacher. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which teachers can share with parents as appropriate.

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 these needs better. From this point onwards the pupil may be identified as having special educational needs, if special educational provision is being made. The parent will be given the opportunity to comment upon and contribute to planning and reviews of this provision.

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.

**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 as is appropriate to their age and aptitude. 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 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 Sutton-at-Hone CE Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class Teacher, SENCO/ Inclusion Leader, Deputy Head or Headteacher to resolve the issue (Stage 1) before making the complaint formal (Stage 2). If the complaint is not resolved at Stage 2 it can be considered by the Governing Body (Stage 3).

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.

There are some circumstances, usually for children who have an EHCP, 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.

**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.**

We involve and work closely with other bodies, including health and social services, local authority support services and voluntary organisations to meet the needs of children with SEN and support their families. For example:

- The school are members of the local LIFT (Local Inclusion Forum Team) which acts as an access point for outreach and specialist teaching services
- We work with Early Help and their commissioned services/ charitable organisations to support families.
- We are able to refer pupils who meet certain criteria to NHS services such as Community Paediatricians, Speech and Language Therapy, Occupational Therapy and Physiotherapy
- Link to School Nurse who provides advice and support to the school, parents and pupils
- Membership of professional networks for SENCOs e.g. Countywide & Dartford district SENCO forum

**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 (Parent Partnership Services).**

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice and support for parents who have children and young people with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on: **HELPLINE:** 03000 41 3000 Monday-Friday, 9am-5pm, **E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk) **Web:** [www.iask.org.uk](http://www.iask.org.uk).

**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.**

### *Joining the school*

At Sutton-at-Hone CE 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. These arrangements may include (as appropriate): the requesting of transfer of all files and records relating to the pupil, conversations or meetings with key workers, SENCOs, parents/ carers, social workers and previous teaching staff with the purpose of information gathering about the pupil's needs and how best to support them, visiting the pupil in their setting (e.g. preschool/ school), arranging opportunities for the pupil to visit the school once or more before their start date, to familiarise themselves. Individual pupils have also been invited to attend days (dual registration with previous school) and sessions (as a visitor) before joining the school on a full time basis, as appropriate. The school is able to produce transition booklets containing photographs of key staff and the school environment which are sent home for children who may find starting school or transitioning between year groups particularly difficult.

### *Leaving the school*

We also contribute information to a pupils' onward destination by providing information to the next setting. These arrangements may include (as appropriate): the transfer of all files and records relating to the pupil, additional meetings with new key personnel, early conversations with the pupils new school regarding how best to support them and their needs, visits with or without the pupil to the setting and arrangement of transition personnel to give them a consistent person between settings. Year 7 staff visit Year 6 pupils and staff at Sutton-at-Hone Primary School to allow for the passing of staff knowledge and pupil worries. Secondary school staff are invited to meetings at primary school in terms 5 and 6 to ensure the smoothest transition possible.

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

The local authority's local offer (Known as 'SEND Information Hub') is published on [www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs). Parents who need assistance are welcome to make an appointment with the SENCO.