Special Educational Needs and Disability (SEND) Policy

Sussex Road Primary School

Approved by:	FBG	**Date:**	September 2026
Next review due:	September 2027		

Introduction

This policy complies with the relevant statutory requirements set out in the Children and Families Act 2014. The policy has subsequently been developed in collaboration with parents/carers, representatives from the governing body and parents of children with special educational needs (SEN). It will be reviewed annually to ensure it reflects the most current situation in school.

This policy has been written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
- 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:

- Behaviour Policy
- Equal Opportunities Statement
- Child Protection Policy
- Complaints Policy

Definition of Special Educational Need (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).

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

At Sussex Road Primary School we can make provision for children with more frequently occurring SEN through our Quality First Teaching strategies and approaches as well as via Targeted Interventions. This type of SEN includes dyslexia, dyspraxia, speech and language needs, autism, cognition and learning difficulties as well as children with social, emotional and mental health needs. There are other kinds of special educational need that do not occur as frequently and with which the school may be less familiar. In these cases, the school will access training and advice to enable the needs of these children to be met.

The school meets the needs of pupils with an Education, Health and Care Plan (EHCP)[1]. The LA's SEN Team makes decisions on the admission of pupils with an EHCP.

The school's admission arrangements for those pupils without an EHCP do not discriminate against or disadvantage disabled children or those with SEN.

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

At Sussex Road Primary School we formally assess the progress of all pupils three times a year to review their academic progress. We also use a range of statutory and commercially available assessments with all pupils. This includes:

- The statutory Year 1 phonics screening test
- Read Write Inc. assessments for phonics (termly in the Early Years and Key Stage 1)
- A screening test for speech sound production (Year R)
- A test of language development (Year R)
- Termly spelling, reading and maths assessments
- A variety of specialist assessments relating to SEN

Where progress is not consistent with our expectations, even where SEN have not previously been identified, we may decide to put in place extra support to enable the pupil to catch up. Examples of extra support include focus support in class with the class teacher, additional intervention as planned by the Inclusion Leader / Class teacher, access to online learning software and/or additional learning sent home to involve parents/carers in their child's learning. In each case, support is planned to match the specific needs of the child and this provision is documented on a class provision plan.

Some pupils may continue to make inadequate progress, despite high-quality teaching. For these pupils it may be necessary to use further assessments to determine the specific nature of a child's learning difficulty. At Sussex Road Primary School we have purchased a number of assessments to aid the identification of a child's learning needs. Where the type of assessment needed requires specific professional use, e.g. an Educational Psychology qualification, we have access to external advisors who use these specialist assessment tools.

The purpose of this more detailed assessment is to understand what additional resources or approaches are required to enable the pupil to make progress. The outcome from these assessments will be shared with parents and agreement reached on the best way to support their learning. At this point the pupil is recorded as having SEN because the school is making provision for the pupil that is *'additional and different to what is normally available for a child of their age'.* The pupil is added to the SEN register. Parents/carers will be informed of this, although it is hoped that with regular home/school communication prior to this, parents will be aware that this is happening before they are notified formally.

If the pupil subsequently makes good progress with the support in place and is then able to maintain that progress when the additional support is withdrawn, he or she will no longer be regarded as having SEN and will be taken off the 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, they we will remain on the SEN register. When any change in identification of SEN occurs, 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.

[1] An EHCP was previously known as a Statement of Special Educational Need

Information about the school's policies for making provision for pupils with SEN, whether or not they have EHC Plans

How the school evaluates the effectiveness of its provision for such pupils

When reviewing the progress of pupils with SEN, the views of the pupil, parents and class teachers as well as relevant assessment information will be considered to determine whether adequate progress is being made.

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

For pupils with an EHCP there will be an annual review of the provision made for the child, which will examine the progress made and enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the Local Authority and Governing body.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their attainment and progress formally reviewed three times per year. In addition to this, pupils with SEN may have more frequent ongoing assessments of reading, spelling etc. depending on the focus of their specific provision and targets. These will enable staff to see if pupils are making progress in key areas.

If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice for teaching pupils with SEND.
(See link: https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards)

In meeting the Mainstream Core Standards the school utilises teaching approaches, as advised by internal and external assessments e.g. individual teaching, mentoring, small group teaching, and the use of ICT software learning packages. These may be delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'[2].

[2] Every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula that is agreed between schools and the local authority.

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

At Sussex Road Primary School we follow the advice in the Mainstream Core Standards regarding adaptions to the curriculum and learning environment for pupils with SEN. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHC Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review and as part of the school's accessibility planning, the school continues to ensure the professional development of staff in specialist areas of SEN/D, ensures we keep up to date with latest practice and government/authority advice, purchases updated resources and maintains networks with colleagues beyond the school.

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 high quality teaching and 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. 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 funding to the school. Some pupils may be able to access this higher level of funding via the High Needs Funding scheme operated by the Local Authority.

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 Sussex Road Primary School are available to pupils with SEN either with or without an EHC Plan. Where it is necessary, the school will use the resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity.

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

At Sussex Road Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. This takes place through direct teaching e.g. the PSHE curriculum, in-class circle time and indirectly via conversations that adults have with pupils throughout the day.

For pupils with the greater need for support with their emotional wellbeing, we can provide access to our ELSA (Emotional Literacy Support Assistant) who is a trained member of staff, mentoring time with our SEN support teacher and/ or external referral to the local mental health support services. We are also supported by an Education Mental Health Practitioner from the NELFT organisation.

Pupils in the early stages of emotional and social development, because of their SEN, will be supported to develop emotional regulation awareness and strategies. We use Zones of Regulation as a whole school tool to support the development of Emotional Regulation. Staff are aware of our expectations around promoting wellbeing and strong mental health.

The name and contact details of the SEN Coordinator/Inclusion Leader

The designated SEN Co-Ordinator (SENCo) at Sussex Road Primary School is the Assistant Headteacher, Ms Amanda Flaherty. She is a qualified teacher who has worked as a SENCo/Inclusion Leader since 2001. In addition to her work as a school SENCo, she is a Leading Teacher for SEN working across a number of Kent schools and has a Master's degree in Special Educational Needs.

The SENCo may be contacted by telephone via the school office, on 01732 352367 or via email at: schooloffice@sussex-road.kent.sch.uk

The school also has a named governor with responsibility for SEN. Their details may be found in the Governor section of the school website.

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

Teachers and teaching assistants have had the following awareness training:

- 'Clicker' training
- 'Communicate in Print 'training
- The use of Mainstream Core Standards in the classroom
- Creating an Inclusive Classroom – EEF Five a Day model of inclusive practice.
- Meeting the needs of pupils with Speech, language and communication needs
- Meeting the needs of pupils with Autistic Spectrum Disorders (Awareness level – Autism Education Trust)
- Meeting the needs of pupils with Attention Deficit Hyperactivity disorder
- Supporting pupils to manage their anxiety
- Supporting pupils with Dyslexia through inclusive practices
- Developing awareness of the use of Cognitive Behavioural Therapy to support pupils with emotional and mental health needs
- De-escalation techniques in behaviour management

Specific staff also access additional training around individual areas of SEN as and when necessary.

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:

- Nexus Special School and their team of Specialist Teachers,
- Educational Psychologists,
- Speech and language therapists,
- Occupational therapists,
- Physiotherapists.

The cost of training is covered by the School's Formula Budget.

Sourcing/funding Equipment and facilities to support children and young people with special educational

Where external advisors recommend the use of equipment or facilities that the school does not own, we will purchase it using the notional SEN funding, or borrow it from our local Special School. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

Consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Sussex Road Primary School are invited to discuss the progress of their children on 3 occasions a year and receive a written report 3 times per year. In addition, we are happy to arrange meetings outside these times, should concerns arise. Ms Flaherty provides 'drop in' sessions for parents on Monday afternoons between 3.30 and 4.30pm.

Where a child with SEN is receiving additional provision, this is recorded, tracked and evaluated on a document called a Provision plan. This Provision plan also acts as a useful means by which to share this anonymised information with parents during parent consultation meetings. We use whole class provision plans to document provision for the whole class. Some pupils with a higher level of additional need may have a personalised provision plan.

In addition to this, parents of pupils with an EHCP 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.

Consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have SEN because additional provision is being made for him or her, the pupil will be consulted and involved in the arrangements made for them as part of a child-centred approach to planning and delivering support. This involvement will be age appropriate. 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. Co-production is important to ensure strong communication between school, parent and child.

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 management of complaints at Sussex Road Primary School are also used for complaints about provision made for SEN. We encourage parents to discuss their concerns with the child's class teacher in the first instance, with further meetings with the SENCo as required. Should this not resolve the matter you should follow the process detailed in the School's Complaints Procedure.

If the School's Complaints Procedure has been exhausted and the complaint remains unresolved 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 (SEND), 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 LA. Complaints which fall within this category cannot be investigated by the school.
Requests for access to Personal data relating to SEN will be dealt with in accordance with the Data Management Policy

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: -

- Membership of LIFT to access Specialist Teaching and Learning Service
- The services of a private Educational Psychologist funded by the school
- Link to Disabled Children's Service for support to families for pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupil with requirement for direct therapy or advice
- Employment of private professionals e.g., Speech and Language Therapist to assess pupils and plan appropriate intervention
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN

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, 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 by following this link.
https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent

IASK Contact Details

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.
Email: iask@kent.gov.uk

Address: Shepway Centre,
Oxford Road,
Maidstone,
ME15 8AW

Telephone: 03000 412 412

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 Sussex Road Primary School we work closely with pre-school settings and families before children start school. In this way, Year R staff aim to ensure all needs are understood and steps taken to ensure that starting school is as seamless as possible.
At the end of each academic year, we hold transition meetings where relevant information about pupils is shared between the current and next teacher. Each class has a class profile which details information about specific pupils, their strengths, needs and supportive strategies. The class profiles are maintained in an accessible file in the classroom so they can be shared with staff who are supervising the class.

We also contribute information to a pupils' onward destination by providing information to their next educational setting. Class teachers meet with representatives from secondary school to discuss the needs of individual pupils. Transition documents are shared. Where appropriate the SENco will arrange more intensive transition arrangements for specific pupils with SEN needs.

Local authority's Local Offer

The local authority's local offer is published on https://www.kent.gov.uk/education-and-children/special-educational-needs

Parents without internet access should make an appointment with the Inclusion Leader to gain the information they require.

Abbreviations used in this document

SENCo – Special Educational Needs Co-ordinator
LIFT – Local Inclusion Forum Team
NASEN – National Association of Special Educational Needs
CAMHS – Child and Adolescent Mental Health Service
NAS – National Autism Society
PSHE – Personal, Social and Health Education
NELFT - North East London NHS Foundation Trust