**Logo

Description automatically generated**

**SEND policy**

**(including SEND Information Report)**

Date written: November 2024

Date agreed and ratified by Governing Body: 14/11/2024

Date of next review: November 2025

# 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 (SEND)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

**Introduction**

This policy is written in line with the requirements of:

* Children and Families Act 2014
* SEN Code of Practice 2015
* Equality Act 2010
* Keeping Children Safe in Education

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

* Accessibility Plan
* Equal Opportunities Policy
* Child Protection Policy
* Complaints Policy
* Anti-bullying Policy
* Pupil Premium Strategy Statement

**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:

1. Has a significantly greater difficulty in learning than the majority of others of the same age; or
2. 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)*

**SEND Information Report**

1. **What types of SEN does the school provide for?**

At Weald CPS 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, to name just some.

|  |  |
| --- | --- |
| **Area of need** | **Condition** |
| **Communication and interaction** | Autism spectrum disorder (ASD) |
| Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|
|
| Moderate learning difficulties |
| Severe learning difficulties |
| **Social, emotional and mental health** | Attention deficit hyperactivity disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| Visual impairment |
| Multi-sensory impairment |
| Physical impairment |

The school can also meet the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

# 2. Which staff will support my child, and what training have they had?

The SENCO at Weald Community Primary School is Lisa Drogomirecki, who is a qualified teacher and holds the National Award for SEN Co-ordination (NASENCO). She also holds the following qualifications: BSc (Hons) Degree, NPQSL, NPQBLC and is also ELSA trained and part of the safeguarding team.

She is available in school on a Wednesday and Thursday. You can reach her by phone on 01732 463307 or email via lisa.drogomirecki@weald.kent.sch.uk

**The SENCO will:**

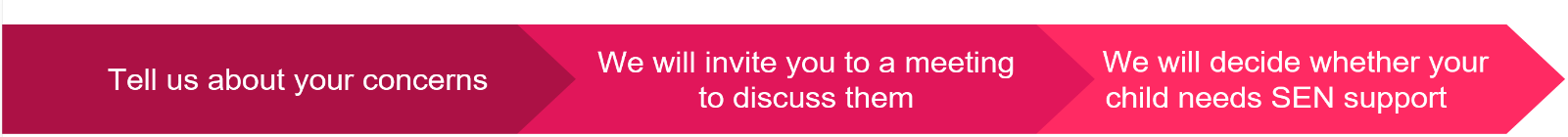
1. Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
2. Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
4. Advise on the graduated approach to providing SEND support
5. Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
6. Be the point of contact for external agencies, especially the local authority and its support services
7. 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
8. Ensure the school keeps the records of all pupils with SEND up to date

**External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

* Speech and language therapists
* Educational psychologists
* Occupational therapists
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Social services and other local authority (LA)-provided support services
* Voluntary sector organisations

**3. What should I do if I think my child has SEN?**



|  |  |  |
| --- | --- | --- |
| If you think your child might have SEN, the first person you should tell is your child’s teacher.  They will pass the message on to our SENCO, **Lisa Drogomirecki** who will be in touch to discuss your concerns.  You can also contact the SENCO directly. **Lisa.drogomirecki@weald.kent.sch.uk** | We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.  Together we will decide what outcomes to seek for your child and agree on next steps.  We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this. | If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register. |

# 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school’s SEND register, and the SENCO will work with you to create a SEN support plan for them.

At Weald CPS, we monitor the progress of all pupils three times a year to review their academic progress in Maths, Reading, Writing and SPAG and other developmental areas. We use assessment tools in these subject areas and attainment is recorded on Arbor. This is clearly colour coded so we can see the progress each child has made in relation to their unique starting points.

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 and spelling and multiplication tests 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. Please see the flow chart below for our graduated approach to identification and monitoring.

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.

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. 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 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.

# 

# 5. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

**We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of   
your child’s needs to improve the support we offer.**

**Do**

**We will put our plan into practice.**

**The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.**

**Plan**

**In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.**

**Assess**

**If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.** **We will ask for input from you and your child, as well as getting help from external professionals where necessary.**

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

# 

# 6. How will I be involved in decisions made about my child’s education?

Your child’s class teacher will meet with you during parent consultation evenings to:

* Set clear outcomes for your child’s progress
* Review progress towards those outcomes
* Discuss the support we will put in place to help your child make that progress
* Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s class teacher.

# 

# 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

* Attend meetings to discuss their progress and outcomes
* Prepare a presentation, written statement, video, drawing, etc.
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey

8. How will the school adapt its teaching for my child?

At Weald CP School, we have our accessibility plan which should be read in conjunction with this SEND information report.

Your child’s teacher/s 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 your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. At Weald CPS, 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 make ongoing improvements as part of the school’s accessibility planning (see Accessibility Plan).

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

* Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
* Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Teaching assistants will support pupils on a 1-to-1 or small group basis when it is felt this would be appropriate
* We may also provide the following interventions:

|  |  |  |
| --- | --- | --- |
| **Area of need** | **Condition** | **How we MIGHT support these pupils** |
| **Communication and interaction** | Autism spectrum disorder (ASD) | Visual timetables  Social stories |
| Speech and language difficulties | Speech and language support  Signs and Symbols  Makaton |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope  Touch Typing skills  Small group / 1:1 support where needed  manipulatives |
|
|
| Moderate learning difficulties | Small group / 1:1 support where needed |
| Severe learning difficulties | Small group / 1:1 support where needed |
| **Social, emotional and mental health** | ADHD, ADD | Work stations  Social Stories  Sensory circuits |
| Adverse childhood experiences and/or mental health issues | Nurture groups  Social stories  Counselling |
| **Sensory and/or physical** | Hearing impairment | Signs and Symbols  Makaton |
| Visual impairment | Limiting classroom displays  Use of overlays |
| Multi-sensory impairment |  |
| Physical impairment | Beam  Fine motor skills |

These interventions are part of our contribution to Kent’s local offer.

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)*

We follow the Mainstream Core Standards advice developed by Kent County Council, to ensure that our teaching conforms to best practice. The Mainstream Core Standards can be found at <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

# 9. How will the school evaluate whether the support in place is helping my child?

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.

If these assessments do not show adequate progress is being made, the Personalised Plan will be reviewed and adjusted.

We will evaluate the effectiveness of provision for your child by:

* Reviewing their progress towards their goals each term
* Reviewing the impact of interventions after at least 8 weeks
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding an annual review (if they have an education, health and care (EHC) plan)

Each review of the Personalised Plan will be informed by the views of the pupil, parents and class teacher (including assessment information if applicable), which will show whether adequate progress is being made.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress as:

* Significantly slower than that of their peers starting from the same baseline
* Failing to match or better the child’s previous rate of progress
* Failing 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.

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

# How will the school resources be secured for my child?

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).

# 11.How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

All clubs, trips and activities offered to pupils at Weald CPS 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.

# 12. How will the school support my child’s mental health, and emotional and social development?

At Weald CPS, 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 will enhance the pastoral provision for that child and, if necessary, a referral to the School Health Team or NHS CYPMHS (formally CAMHS) can be sent.

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.

# 13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Weald CPS, 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.

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.

# 14. What should I do if I have a complaint about my child’s SEN support?

The normal arrangements for the treatment of complaints at Weald CPS 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 SENCO. 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.

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.

# 15. What support is available for me and my family?

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

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

National charities that offer information and support to families of children with SEN are:

* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)

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.

# 16. Glossary

* **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
* **Annual review** –an annual meeting to review the provision in a pupil’s EHC plan
* **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
* **CYPAMHS** – child and adolescent mental health services
* **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
* **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
* **EHC plan** –an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
* **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
* **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
* **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
* **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
* **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
* **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
* **SENCO** – the special educational needs co-ordinator
* **SEN** – special educational needs
* **SEND** – special educational needs and disabilities
* **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
* **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
* **SEN support** – special educational provision that meets the needs of pupils with SEN
* **Transition** – when a pupil moves between years, phases, schools or institutions or life stages