

'Nurtured We Flourish'



Harrietsham Church of England Primary School

SEND Policy

(Special Educational Needs and Disability Policy)

Policy lead:	Rebecca Evans
Responsibility:	Inclusion Lead
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Governor signature:	R. Emson
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Harrietsham Church of England Primary School **SEND Policy**

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Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

“Nurtured we flourish”

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

Rationale:

This policy is written in line with the requirements of the:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

- SEND Information Sharing Report
- Equality Act Statement
- Behaviour Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy (incorporating Online Safety Policy)
- Attendance Policy
- Home-Learning Policy
- The Mainstream Core Standards
- Complaints Policy

This policy will be reviewed annually.

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:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 and Disability Code of Practice (2015, p 15).*

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 (2015, p16).*

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

At Harrietsham Church of England Primary School, we make provision for every kind of frequently occurring special educational need without the need for an Education, Health and Care Plan, for

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instance dyslexia, dyspraxia, speech and language needs, autism spectrum condition, ADHD, specific learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

We can also meet the needs of pupils for whom an Education, Health and Care plan has been granted. The school currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Autism Spectrum condition
- ADHD
- Auditory Processing Disorder
- Developmental Language Disorder

Decisions on the admissions 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.

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

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) pupils are identified as either having no SEN; having SEN with Support; or as having SEN with an Education, Health and Care Plan.

At Harrietsham School, identification of pupils who may have SEN follows our Process for Identification of Need flowchart.

We continuously monitor and review the progress of all of our pupils. At the end of every term, Class Teachers are responsible for capturing and recording teacher assessments for every pupil in their class, informed by both formative and summative assessment. Teachers attend Pupil Progress Meetings three times a year. These meetings measure and assess the impact of identified needs and interventions for individual pupils.

A pupil's identified needs and provisions are recorded on a provision map and are reviewed termly. Parents are informed if their child is receiving additional support during parent - teacher consultations and via communication from the Inclusion Leader if they are receiving SEN Support.

We use a range of assessments with all the pupils at different points in the academic year. These include;

- Year R Baseline Assessment,
- Language and Speech Link,
- Year 1 Phonic Screening,
- Little Wandle Phonics Assessments,
- Reading age tests,
- Year 4 Multiplication Check,
- PIRA, PUMA and White Rose Assessments for Core Subjects.

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We also use Boxall assessments, which will enable us to identify relevant Social, Emotional and Mental Health intervention, where needed.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support (interventions) to enable the pupil to catch up.

The impact of these interventions is reviewed and evaluated termly.

Examples of extra support are:

- Access as needed to a Laptop / Chromebook;
- IT Software;
- Small group support or 1:1 support;
- Little Wandle phonics catch-up sessions;
- Reading, Writing or Maths interventions;
- Pre-teaching;
- Speech Link intervention;
- Language Link intervention;
- Precision Teaching;
- Nurture interventions and activities;
- Social Skills intervention,
- Sensory Circuits,
- Emotional Literacy support programmes,
- Physiotherapy exercises,
- Lego Play.

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. Examples of these assessments are:

- Speech Link and Language Link,
- Boxall Profile Assessment,
- Lucid Cops Dyslexia Screener
- Lucid Lass Dyslexia Screener
- Dyscalculia Screener

Additionally, we have access to external advisors who are able to support us by observing, advising and assessing pupils. We have access to:

- STLS (Specialist Teaching and Learning Service),
- A link Speech and Language therapist,
- A link Educational Psychologist,
- Educational/ Clinical Psychologists,
- CYMPHS (Children and Young People's mental Health Service) through NELFT,
- School Health Services,
- Paediatric Consultants,
- Children's Therapy Team – NHS Speech and Language/ Occupational Therapy/ Physiotherapy)
- Outreach Services

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. These will be shared with parents, using a student support plan and reviewed regularly and refined / revised if necessary. At this point we

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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 with special educational needs.

When any change in identification of SEN is changed 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.

Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

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

Each review of a personalised plan (or student support plan) will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 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 Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

The collation of all annual review evaluations of effectiveness will be reported to the governing body via the Inclusion Governors, Simon Betts and Helen Richardson.

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

We continuously monitor all of our children's progress. But, every pupil in the school has their progress officially tracked and reported at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of some aspects of their learning (for example, reading age). The assessments we use at Harrietsham Church of England Primary School include termly Little Wandle Phonics Trackers, the Year 1 Phonics Screening Check, end of Key Stage assessments (Key Stages 1 and 2), end of unit and term White Rose Maths assessments and end of

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term PIRA reading assessments (years 3-5). Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

We also discuss the progress of all of our pupils, including those with special educational needs, during Pupil Progress meetings at least three times per year.

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

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

At Harrietsham Church of England Primary School, we recognise that all teachers are teachers of SEN. Teachers are supported by the Inclusion Leader and outside agencies as outlined above, in order to adapt the teaching environment and teaching strategies to meet the needs of all learners.

High quality teaching, adapted 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. Our 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' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2015, 6.37)*

The Quality of Education within Harrietsham Church of England Primary School is judged to be good (Ofsted 2024).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice: [Special educational needs mainstream core standards \(kelsi.org.uk\)](https://www.kelsi.org.uk/special-educational-needs-mainstream-core-standards)

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches as advised by internal and external assessments. These include:

- Task-management boards,
- Use of visual timetables,
- Precision teaching,
- 1:1 or small group teaching,
- Small group sensory circuits,
- Small group language interventions,
- Use of appropriate ICT software learning packages (Widgit, Clicker etc).

These are delivered by additional support staff employed through the funding provided to the school as 'notional SEN funding'.

Kent Local Authority have produced updated versions of the Mainstream Core Standards for use in all schools', including a Guide for Parents: [Mainstream Core Standards guide for parents](#).

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

At Harrietsham Church of England 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

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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.

Our learning environment is constantly under review to ensure that both the school premises and the curriculum are accessible to all pupils. All parts of our building have been considered to ensure equal access for all - for example, provision of designated parking spaces, automatically opening/closing doors, low level office window and adjustable sign in screen, accessible lift, accessible toilets. The curriculum is measured and monitored for impact and adjustments are made in order to cater for the learning needs and styles of all of our pupils. Staff receive regular awareness training delivered through both external providers and via the Inclusion Leader.

For further information, please see our Accessibility Plan.

5. 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. 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 should provide top up to the school.

Schools have historically applied for High Needs Funding (HNF) if a pupil has complex needs in the different areas of SEN (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical Disability / Sensory Impairment). Recently, schools have moved to a Communities of Schools model to receive this support for pupils with complex needs.

6. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Harrietsham Church of England Primary School are available to pupils with special educational needs either with or without an Education, Health and Care 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. The school will make appropriate arrangements and adaptations in agreement with parents, to ensure that the individual needs of the child are met and that they are able to access trips fully, including residential trips.

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

At Harrietsham Church of England 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 for instance through our Life Skills Curriculum, Collective Worship and targeted or personalised interventions, and indirectly through every conversation adults have with pupils throughout the day.

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As a Nurturing School, we promote a nurturing ethos throughout our curriculum offer, providing a nurturing curriculum to all pupils with a tiered level of intervention to meet the emotional and social development of all pupils.

Our curriculum and nurturing ethos are based upon the six principles from 'Nurture UK'.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of well being
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transitions in children's lives

These principles underpin how we support those with emotional and social needs within our school.

At Harrietsham, we have a nurture space for those who need it during lunchtimes and to offer supportive interventions for our children.

We recognise that some of our pupils, who are in the early stages of their emotional and social development because of their special educational needs, will require additional and different resources, beyond that required by pupils who do not need this support. If it is deemed appropriate the following provision can be provided to further support the emotional and social development of a child:

- Emotional support from our Pastoral Lead,
- Nurture activities for self-regulation,
- Use of resources such as the individualised Zones of Regulation,
- Drawing and talking intervention,
- Access to counselling,
- ELSA informed emotional groups,
- External referral to Children and Young People's Mental Health Service (CYPMHS),
- Use of strategies recommended by the Boxall Profile,
- The use of our nurture space.
- Access to alternative safe spaces such as a sensory space to use for reflection or relaxation.

Children who receive such provision will be assessed using the Boxall profile and will have either a personalised plan / curriculum that is documented.

The name and contact details of the SEN Co-ordinator

The Inclusion Lead at Harrietsham Church of England Primary School, is Mrs Rebecca Evans, who is a qualified teacher and SENCO.

Mrs Evans is available on 01622 859261 or senco@harrietsham.kent.sch.uk.

The nominated governors for SEND are: Simon Betts and Helen Richardson.

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 teaching staff receive a full programme of CPD around SEN. This is provided by the Inclusion Leader and will include specialist input on particular areas of need (e.g ASD and SLCN) as well as training in SEN processes and systems, curriculum adaptation and understanding of the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/ DoH, 2015).

Staff benefit from focused training, including; Supporting pupils with ASD through visual resources, Language Through Colour, dealing with sensory overload and emotional literacy and regulation.

Audits of the training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge in relation to all areas of SEN are compiled on an annual basis. The results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of pupils within the school.

Most teachers and teaching assistants within our school have received training in a range of SEN identification and strategies to support pupils. These include:

- De-Escalation Techniques
- The Mainstream Core Standards
- Autism Awareness
- Sensory Circuits
- Precision Teaching

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are:

- STLS (based at Five-Acre- Wood),
- Educational Psychologist,
- Speech and language therapist,
- Occupational therapists,
- Physio therapist,
- Dyslexia specialists etc.

The cost of training is covered by the notional SEN funding.

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.

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

All parents/ carers are invited to discuss the progress of their child at parent teacher consultations which happen three times. Parent/ carers will also receive a written report three times per year; two Interim Reports and an End of Year report. We also hold additional SEN Review meetings with parents of any child on the SEN register three times a year where we will share provision provided for the pupil via a provision map. In addition, we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, all pupils will access intervention and support 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.

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 will be identified as having special educational needs because special educational provision is being made. At this point, the parent will be invited to all planning and reviews of this provision.

Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and to attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

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 with and involved in the arrangements made for them as part of person-centred planning.

Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

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 Harrietsham Church of England Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the pupil's class teacher in the first instance but they may also contact the Inclusion Leader or Headteacher to resolve the issue before making the complaint formal as per our complaints policy.

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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 Education, Health and Care plan, 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.

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

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service,
- Link Educational Psychologist,
- Link to Disabled Children's Service for support to families for some 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,
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc.

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

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. They also aim to allow parents, children and young people to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000
Office: 03000 412412

E-mail: iask@kent.gov.uk
www.kent.gov.uk/iask

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 Harrietsham Church of England 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. We meet with staff in the pre-school settings and visit the pupils in their pre-school environment.

We also contribute information to a pupils' onward destination by providing information to the next setting. We ensure that pupils engage with the STLS transition materials as part of our Year 6 curriculum and both the Inclusion Lead and class teacher have the opportunity to meet with and pass on relevant information.

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

The local authority's local offer is published on [About the SEND local offer - Kent County Council](#) and parents without internet access should make an appointment with the Inclusion Lead for support to gain the information they require.