

# 'From Acorns to Oaks: Learning and Growing Together.'

## SEND Policy

November 2024



At our school, we embrace creation in our rural setting, striving to learn, contribute and achieve.

As #TEAMELHAM, we respect, support and inspire each other.

We are a community that holds each other to high standards, helping everyone to be the best they can be, held safe in the loving hands of God.

### Our Narrative

#### New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?" 6 He was testing Philip, for he already knew what he was going to do.

7 Philip replied, "Even if we worked for months, we wouldn't have enough money<sup>[a]</sup> to feed them!"

8 Then Andrew, Simon Peter's brother, spoke up. 9 "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"

10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) 11 Then Jesus took the loaves, gave thanks to God, and distributed them to the people. Afterwards he did the same with the fish. And they all ate as much as they wanted. 12 After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." 13 So they picked up the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves.

14 When the people saw him<sup>[b]</sup> do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"<sup>[c]</sup>

# Elham Church of England Primary School

Elham Church of England Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with three specific values (respect, support and inspire) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

We are an inclusive school that strives to ensure that all children feel safe when with us. Our values focus on openness, honesty and trust alongside working with the strengths of each individual child to ensure that they achieve to the best of their abilities.

This policy is 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

List other linked policies – Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy

This policy was developed with the Headteacher, SENCo, Link governor and parent stakeholders and 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:

- (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

At Elham CEP School 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, Asperger’s syndrome, 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.

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 Elham CEP School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points for example: Y1 phonics screening, spelling age, reading age, national assessments in Years 2 and 6, Big Maths assessments, teacher assessments

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. Examples of extra support are phonics group work, Toe by Toe (phonics), Power of Two (maths) Maths booster groups, Precision teaching, Fizzy, Clever Hands, Auditory memory games, TRUGS, social skills groups, (Fantastic Me, Build an Island, Lego Therapy, Drawing and Talking) writing booster groups, individual and small group reading interventions

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 assessment tools to determine the cause of the learning difficulty. At Elham CEP School we are experienced in using the following assessment tools such as GL Dyslexia and Dyscalculia Screener, Boxall Profile and BPVS vocabulary scale.

We also have access to external advisors who are able to use a number of other assessment tools. (STLS- Specialist Teaching and Learning Service and SALT- Speech and Language Therapy)

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, put into a SEN support plan and reviewed regularly, and refined / revised if necessary.

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 will be identified as having a Special Educational Need and be added to our SEN register. 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. A child does not need to have a formal diagnosis to be included on the register and conversely a child with a diagnosis is not automatically added to the register.

We also have a register of children who need some additional support in addition to good classroom practice but are not included on the SEN register. These children are regularly monitored and are subject to review.

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 will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show 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 or without 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.

### 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 tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Elham CEP School are stated in section 2 of this policy. 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 will be reviewed and adjusted.

### 3c 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. 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 SEN most frequently encountered SEN Code of Practice (2014, 6.37)

In Elham CEP School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. (For further information see the Parent Guide to the Core Standards on the SEN page of our website)

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 tutoring precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

At Elham CEP 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 from 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 regularly update and review the accessibility plan.

### 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. 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.

### 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 clubs, trips and activities offered to pupils at Elham CEP School are available to pupils with special educational needs either with or without an Education, Health and Care Plan (EHCP). 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

### 3g support that is available for improving the emotional and social development of pupils with special educational needs

At Elham CEP 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 PSHE, assemblies, Circle Time and indirectly with every conversation adults have with pupils throughout the day. We have two well-being champions in school who have had specific training in ensuring children's emotional needs are met.

For some pupils with the most need for help in this area we also can provide the following list e.g. referral to counsellors, external referral to CAHMs, one to one time spent with staff at school

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.

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

The SENCOs at Elham CEP School are **Claire Short** and **Victoria Hall**.

Claire Short is a qualified teacher and has been a SENCO continuously since before 1st September 2009 and is not required to undertake the National Award for SEN Coordination.

Victoria Hall completed the National SEN award in 2020

Claire Short is available on 01303 840325 or email [claireshort@elhamprimary.co.uk](mailto:claireshort@elhamprimary.co.uk)

Victoria Hall is available on 01303 840325 or email [Victoriahall@elham.kent.sch.uk](mailto:Victoriahall@elham.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 teachers and teaching assistants clearly understand how to identify those with AEN and the support required to meet their needs. Some staff have attended specialist training such as ASD awareness, Fizzy and Clever Hands and supporting small groups. The Making Sense of Autism training has been delivered to all staff (April 2024). The whole staff had training with a speech and language therapist.

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, Specialist Teaching and Learning Service, Educational Psychologist, Speech and language therapists, occupational therapists, physiotherapists, school nursing 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.

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

All parents of pupils at Elham CEP School are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. 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. Teachers will share any interventions that are taking place at parent consultations. These children will be included on our monitoring register and, if following this 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. This may lead to formal assessments and inclusion on the SEN register.

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-centered 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.

### 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 Elham CEP School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Head Teacher to resolve the issue before making the complaint formal 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 children who have a Statement of SEN 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

The governing body have engaged with the following bodies: -

- Free membership of LIFT for access to specialist teaching and learning service
- 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 , SENCO forum, NASEN

### 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)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or

disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 0300 333 6474 and

**Minicom:** 0300 333 6484

**E-mail:** kentparentpartnershipservice@kent.gov.uk

<http://www.kent.gov.uk/kpps>

## 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

At Elham CEP 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 talk with the SENCO at the previous school to ascertain the needs of the child and seek further information if necessary.

We also contribute information to a pupils' onward destination by providing information to the next setting. All records are passed on, and meetings are arranged where deemed relevant. In secondary transition additional induction days may be organised for children with SEN

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

The local authority's local offer is published on

<http://www.kent.gov.uk/educatio-andchildren/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy was approved by the Governing Body on.....(pending approval).....

Signed..... Date.....  
(Chair of Governors)

Signed..... Date:.....  
(Headteacher)