



Hawkinge Primary School SEN and Disability Policy

Updated on 30/09/2024

This policy is written in line with the requirements of:

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

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

- * SEN Information Report
- * Behaviour Policy
- * Complaints Policy
- * Accessibility Plan
- * Supporting Children with Medical Conditions Policy
- * Safeguarding Policy
- * Anti-Bullying Policy
- * Adaptive Teaching Plan

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 (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)

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

At Hawkinge Primary 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, 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.

The school also currently meets the needs of pupils with an Education, Health and Care plan with a range of special educational needs: cognition and learning; communication and interaction; physical disabilities etc. 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 a statement of special educational needs / 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 Hawkinge Primary 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, including, but not limited to, Y1 phonics screening, Speech Link, Language Link, KS1 and KS2 SATs. This is alongside the continuous assessment by class teachers regarding the progress of their pupils.

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. ‘Keep Up, Catch Up’ sessions run daily to support those who have not met the objectives of daily English and Maths lessons. Other examples of extra support are Precision Teaching techniques, Language Through Colour, Language Link, 1:1 Reading and Reading Comprehension, Touch Typing, Nessy Reading and Spelling Support, Fizzy, Fine Motor Skills, the use of Clicker 8, Speech Therapy, 5 Minute Boxes, Toe By Toe, Nurture Groups, Lego Therapy, Emotional Regulation, Sensory Circuits etc.

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. At Hawkinge Primary School, we are experienced in using the following assessment tools: Language Link, Language for Learning, Fizzy for motor skills, Speech Link, Nessy, Visual Stress Assessment, GL Dyslexia Screening, GL Dyscalculia Screening, communication and interaction scales, behaviour scales, Executive Functioning Scales, amongst others. In addition, we have access to external advisors who are able to use an extensive range of assessment tools.

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. 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 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.

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 (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 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.

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 regarding their specific needs. The assessments we use at Hawkinge Primary School are listed in Section 2. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan 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 (2015, 6.37)*

In Hawkinge Primary School, the quality of teaching is judged to be outstanding.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, mentoring, small group teaching, use of ICT software learning packages, the use of Language Through Colour, etc. These are sometimes 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 Hawkinge Primary School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school's accessibility planning: the building of a care suite, training of staff, the replacing of signage at appropriate levels and with tactile signage etc (see Accessibility Plan and Audit, available on school website).

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. If the school needs to apply for Higher Needs Funding, this is done in collaboration with parents/carers.

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 Hawkinge 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. At times, this might mean asking parents to accompany higher needs pupils.

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

At Hawkinge 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 our PSHE curriculum, our broad and varied Themes and through more targeted intervention groups, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils who require additional support in this area, we also can provide the following: access to counselling, mentor time, emotional regulation or emotional literacy support, emotional 'check-ins', external referral to CYPMHS, time-out space for pupil to use when upset or agitated etc.

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 SENCO at Hawkinge Primary School is Tori Hanner, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She can be contacted through the school office.

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

Teachers and teaching assistants have had the following awareness training:

- Speech and Language, including Speech Link, Language Link, Language for Learning and Language Through Colour
- Dyslexia Friendly School training
- Autism including Demand Avoidant Profiles
- Foetal Alcohol Spectrum Disorders (FASD)
- Behaviour and Classroom Management training (Bill Rogers approach)
- Use of Precision Teaching Techniques
- Lego Therapy for children with social communication difficulties
- Attachment and Adverse Childhood Experiences (ACEs)

In addition, some staff have had extensive training and experience in supporting children with a range of difficulties, including Speech and Language, Social and Emotional difficulties, Physio support etc.

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 Educational Psychologists, Speech and language therapist, occupational therapists, physiotherapist, specialist teaching services (STLS) amongst others. 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 Hawkinge Primary School are invited to discuss the progress of their children a minimum of 5 times a year and receive a written report at the end

of the 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 or Learning Plan which will be shared with parents at Parents' Evenings.

If, following this core 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 and 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 attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning if it seen as appropriate given the child's age and understanding. 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 Hawkinge Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Deputy or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body. Our complaints policy can be found on the school website.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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

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
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. SENCO forum
- Counselling Services

11 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. Also 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

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 Hawkinge 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. This includes attending LIFT meetings alongside colleagues from Pre-Schools, arranging additional visits/support even before the child joins, contacting schools previously attended by pupils to establish needs and liaising with staff from feeder nurseries and pre-schools.

We also contribute information to a pupils' onward destination by providing information to the next setting. This includes meeting with SENCOs and staff from secondary schools to handover on every single child, inviting key staff from secondary schools (or specialist provision where applicable) to attend Annual Reviews of EHCPs so they can be part of the process before the pupil transfers, supporting additional transition days for SEND pupils, handing over assessment files, provision and SEN information to new schools and secondary schools and being available to new schools and secondary schools to respond to any issues *after* transition.

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

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/local-offer-your-voice> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.