



Special Educational Needs & Disability Policy (SEN Information Report)

Reviewed by BH: September 2024

Date Agreed by Governors:

Date of Next Review: September 2025

CONTENTS

	Page
Introduction	4
Definition of special educational needs (SEN)	4
Definition of disability	4
The kinds of SEN for which provision is made	5
The admission of children with SEN & disability	5
The identification of children with SEN	5
Provision for children with SEN	6
Arrangements for reviewing progress	6
Reviewing provision for children with SEN	7
Teaching children with SEN	7
Adapting the curriculum and learning environment for children with SEN and disabilities	7
Staff training and development in relation to SEN	8

Additional support that is available to children with SEN	8
Specialist equipment to support children with SEN	8
Enabling children with SEN and disability to engage in all school activities (including physical activities)	8
Support that is available for improving the emotional and social development of pupils with SEN	9
Consulting with parents of children with SEN	9
Consulting with children with SEN	9
Arrangements for the treatment of complaints from parents of pupils with SEN	10
External agencies and services	10
Supporting children with special educational needs in transition	10
The details of the Special Educational Needs Co-ordinator (SENCO)	11
The contact details of support services for the parents of pupils with SEN	11
Information on where the Local Authority's Local Offer is published.	11

Introduction

This policy is written in line with the requirements of:

- The Children and Families Act 2014
- The Special Educational Needs and Disability 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
- The Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regs 2012
- SI 2013 758 The School Information (England) (Amendment) Regs 2013

This policy should be read in conjunction with other school policies. For example, the Behaviour Management Policy, the Teaching & Learning Policy, the Safeguarding Policy, and the Complaints Policy

This policy has been written following guidelines from Kent County Council. It is reviewed annually.

The definition of special educational needs (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."

(SEN Code of Practice 2014)

The 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"*.

(SEN Code of Practice 2014)

The kinds of SEN for which provision is made

At Horton Kirby we can make provision for children with a range of special educational needs who do not have an Education, Health and Care Plan. These special educational needs include specific learning difficulties, speech, language and communication needs, autism and social, emotional and mental health needs. There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar. If a child has this type of need, the school will seek to access advice, support and training to support the child effectively.

The school will use our best endeavours to meet the needs of any child with an Education, Health and Care Plan unless we would be unsuitable for the age, ability, aptitude or SEN of the child, or the attendance of the child here would be incompatible with the efficient education of others, or the efficient use of resources.

The admission of children with SEN and disability

The school's admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs at School Support level. Any decisions on the admission of a child with an Education, Health and Care Plan are made by the Local Authority.

The identification of children with SEN

At Horton Kirby we regularly monitor the progress of all children to review their academic progress. Teachers do this by using a range of informal and formal assessments throughout the year. If a child is not making progress or the progress is insufficient, then class teachers will put the appropriate support in place to enable the child to make sufficient progress from their starting point. For example, attending additional phonics interventions, maths interventions or developing their fine motor skills.

Some children may continue to make inadequate progress despite this teaching targeted at their areas of weakness. For these children, we will use a range of observation and assessment to try to determine the cause of the difficulties that they are facing. We will discuss with the parents about this and gain their views. In some instances, it may be appropriate to consult external services who may be able to use more specialised assessment tools. The purpose of this assessment is to understand if and what different approaches and additional resources might be required to enable the child to make better progress at Horton Kirby. Assessment findings will be shared with parents and actions agreed. Where the assessment indicates that a pupil needs

educational provision which is additional to and different from what is normally available, the child will be identified as having a special educational need.

Provision for children with SEN

Where a child has been identified as having a special educational need, the school will take action to remove barriers to learning and put effective special educational provision in place. The teacher and the SENCO will agree, in consultation with the parents and the child, the appropriate adjustments, interventions and support to be put in place. All teachers and support staff who work with the child will need to be informed of any assessment findings, the teaching approaches to be used and the support that the child requires. Where the interventions involve group or one-to-one teaching, the class teacher still retains responsibility for the child. They will work closely with any teaching assistant or specialist staff involved to plan the support and interventions and how they can be linked to classroom teaching.

All educational provision that is additional to and different from what is normally regarded as quality first teaching will be recorded on a provision plan by the class teacher. This is a detailed plan that shows additional support taking place.

If the child can make good progress as a result of this additional and different support but would not be able to maintain this good progress without it, the pupil will continue to be identified as having a special educational need. However, if the child can maintain good progress without the special provision, they will no longer be identified as having a special educational need. When there is a change like this, it will be discussed with parents.

Arrangements for reviewing progress

Every child in the school has their progress tracked three times per year. The assessment information from the class teacher for each child will show whether progress is being made.

In addition to this, children with special educational needs may have more detailed assessments of their language, social skills, etc. Using these it will be possible to see whether pupils are developing their skills in key areas. If these assessments do not show adequate progress is being made, the provision will be reviewed and adjusted.

The SEN Code of Practice 2014 describes inadequate progress as progress that:

- 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

Reviewing provision for children with SEN

The impact and quality of the provision for children with special educational needs will be reviewed regularly. This evaluation will then feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will review the provision, considering the child's progress and development, and decide on any changes to the support and interventions, in consultation with the parent and child.

Where a child has an Education, Health and Care Plan the local authority must review that plan, as a minimum, every twelve months. The school will hold an annual review meeting for the child on behalf of the authority, which will enable an evaluation of the effectiveness of the provision, along with the views of the parents and the child.

Teaching children with SEN

"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)

The quality and effectiveness of teaching at Horton Kirby is monitored regularly by the Senior Leadership Team. The most important indicator of teaching quality is the amount of progress made by children, including those who have special educational needs. Where progress for any child or group of children is less than good, the school will support the teacher in improving their teaching strategies.

Adapting the curriculum and learning environment for children with SEN and disabilities

Reasonable adaptations to the curriculum and learning environment will be made to address the special educational needs of children in the school. 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.

We regularly review the accessibility of the school and plan for long and short-term improvements. This is not only in terms of its buildings, but also the curriculum and the expertise and professional development of staff.

Staff training and development in relation to SEN

All teachers and teaching assistants have had awareness level training in areas relating to SEN, for example, behaviour management, language and communication difficulties, neurodiversity and autism. This is updated and reviewed on a rolling program of whole school training. In addition, the teaching staff have attended specific training on SEN identification, provision and emotional wellbeing. Individual members of staff have had specialist training in specific interventions like identifying and managing anxiety, emotional based school avoidance training, trauma informed training and supporting children with their speech, language and communication.

Further training and development needs will be identified according to the needs of the children and the school and implemented as required. Where further SEN training needs are identified for the whole staff, a group or an individual, we will provide it from our own expertise or find a qualified outside provider.

Additional support that is available to children with SEN

As part of the school budget, we receive 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 provision for children requiring SEN support. The support required for a child to make good progress will be different in each case and the additional interventions taking place will be detailed on provision plans.

A few children will require a very high level of additional support. All schools are required to provide up to £6,000 per year of resource to support these children with high needs. If schools are spending more than that amount on an individual child, it is possible to apply to the Local Authority to provide top-up funding to the school.

Specialist equipment to support children with SEN

If external advisers recommend the use of equipment or facilities which the school does not currently have, we will purchase them using the SEN funding, or seek to borrow it. For highly specialist communication equipment the school will seek the advice of the Kent County Council Communication and Assistive Technology team.

Enabling children with SEN and disability to engage in all school activities (including physical activities)

All clubs, trips and activities offered to the children at Horton Kirby are available to children with special educational needs and/or a disability. Where necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the child in the activity. Some children with special educational needs may require a risk assessment to be written in collaboration with staff and parents.

Support that is available for developing the emotional and social development of children with SEN

We support all children to develop emotional resilience and social skills, both through direct teaching, for instance during PSHE lessons, and indirectly through the interactions that staff have with pupils and through the use of Nurture Club.

We also provide support with social skills, building on their confidence and self-esteem, emotional literacy and anxiety management. There is also Drawing and Talking Therapy provided by the SENCO (qualified Drawing and Talking Practitioner), a school counsellor funded by school (Helen Doyle Counselling), access to the NHS counselling services, the well-being practitioner utilised by the school alongside the use of our school mentor dog, Honey.

Consulting with parents of children with SEN

All parents are invited formally to discuss the progress of their children with their class teacher at least three times a year and they will receive a written report once a year. We are happy to arrange additional meetings as and when necessary.

As part of our normal teaching arrangements, any child who requires it, will be provided with some additional teaching to help them catch-up, if progress monitoring has indicated that this is needed. If special educational provision is required, the teacher and the SENCO will consider all information about the child. This will include an early discussion with the parents to develop a good understanding of the child's areas of strength and difficulty, the parents' concerns and the next steps.

If it is decided to provide a child with SEN support, the parents will be notified about the provision and the expected impact on progress and development.

In addition to this, parents of children with an Education, Health and Care Plan will be invited to attend and contribute to a formal annual review of the plan, where provision can be evaluated.

Consulting with children with SEN

When a child has been identified as having a special educational need, it is very important for them to have a voice in the process. They will be included in a discussion about how they feel they are doing at school, their strengths and difficulties and the provision that may help them to make progress.

The child will be consulted about and involved in the arrangements made for them according to their age, ability and maturity level.

Arrangements for the treatment of complaints from parents of children with SEN

The normal arrangements for the treatment of complaints at Horton Kirby are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns firstly with the class teacher and then the SENCO or Head teacher 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 will 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 EHC 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.

External agencies and services

We involve and work closely with other bodies, including health and social services, local authority support services and voluntary organisations to meet the needs of children with SEN and support their families. For example: the school are members of the local LIFT (Local Inclusion Forum Team) which acts as an access point for outreach and specialist teaching services; we work with the SEND Inclusion Advisor to ensure pupil's needs are being met. We purchase additional services from Speech and Language; we work with Early Help and their commissioned services and charitable organisations to support families; and we maintain local SEN professional networks in order to ensure up to date knowledge and practice.

Supporting pupils with special educational needs in transition

We work closely with the pre-school settings used by children before they transfer to our reception classes, alongside partaking in home visits. We gather information that will help us to understand each child's needs and make their transfer to school as successful as possible.

We also support transition to the next school, which may be another primary school or each child's secondary school choice, through communication and transfer of records, in line with GDPR regulations.

The details of the Special Educational Needs Co-ordinator (SENCO)

The SENCO at Horton Kirby is Brittany Harper. She is a qualified, experienced teacher who has completed her NASENCO award. She holds additional qualifications in several areas of special educational need and has attended many courses covering lots of aspects of SEN.

She can be contacted on:

Telephone number: 01322 863278

Email address:

harperb@hortonkirby.kent.sch.uk

The details of the Governors with responsibility for Special Educational Needs within the school

Harriet Carter

The contact details of support services for the parents of pupils with SEN

Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service) provides free, impartial, confidential, advice, support and options on educational issues for parents who have children with special educational needs or disabilities (0-25). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000 Monday to Friday 9am – 5pm

Office: 03000 412412

E-mail: iask@kent.gov.uk

Website: www.kent.gov.uk/iask

Information on where the local authority's Local Offer is published

The local authority's Local Offer is published on kent.gov.uk

Parents without internet access can make an appointment with the Inclusion Manager to gain any information they require on the Local Offer.