



Special Educational Needs Policy

Reviewed: **September 2024**

Reviewed by: **Headteacher / SLT / Governors**

Date to be reviewed: **September 2025**



East Peckham Primary School, 130, Pound Road, East Peckham, Tonbridge, TN12 5LH

Introduction

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

- Children and Families Act 2014
- SEN Code of Practice 2014
- 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
- KCC Dyslexia Policy
- Schools Admissions Code, DfE 1 Feb 2012
- The School Information (England) (Amendment) Regulations 2012
- The School Information (England) (Amendment) Regulations 2013

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

- Behaviour for Learning
- Single Equality Scheme and accessibility plan
- Safeguarding policy
- Complaints policy
- High Needs Funding Guidance 2024

This policy was developed with advice from the local authority alongside feedback from teachers, governors and parents of children with special educational needs in our school.

Definition of SEN

A child or young person has SEND 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. SEND Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEND 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 the ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEND Code of Practice (2014, p5)*

1. The kinds of special educational need *and disability* for which provision is made at the school

At East Peckham Primary School we can make provision for every kind of frequently occurring special educational need without Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behavioural difficulties. There are other kinds of special educational needs 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. **However, East Peckham Primary is not a specialist setting, so the level of specialist provision is limited to our capacity.**

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: Physical and Sensory, Communication and Interaction, Cognition and Learning, Social Emotional Mental Health. 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 East Peckham Primary we monitor the progress of all pupils three times a year to review their academic progress in numeracy, reading and writing. Pupils' progress is assessed against agreed criteria which states age-related expectations for each year group. We also use a range of assessments/ screeners with all the pupils at various points. These include:

- Infant and Junior Language Link Screen during Year R and thereafter in KS2
- Speech Link (**individualised children**)
- SNIP Spelling Assessment
- Little Wandle Phonics Assessments
- Reading age assessments (Benchmarking)
- Word Reading Speed Assessment (Year 4, 5 and 6)
- NFER assessments
- **Boxall Profile (individualised children)**

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. Where possible we aim for this support to take place in the classroom so children are able to access all their lessons; with some key interventions that take pupils out of class for specific learning support. Examples of extra support offered in our classroom and academic interventions setting are

Pre- and Post- Teaching	Small group/ individualised feedback either before or after the lesson. Specific to the targetted area for groups or individual children.
Scaffolding for writing	Widget writing frames, Widget word banks, colourful semantics in KS1, sound

	buttons, Clicker/ google docs (older children), visuals/ photographs, mind-maps to help sequence ideas
Scaffolding for non-core subject	All classes have widget word banks for their non-core subject Tier-3 words. These are accessed by all.
Scaffolding for maths	Maths manipulatives and maths support to access learning.
Language Intervention	Language Link Group Year R, Colourful Semantics Small group, Individualised Speech and Language bespoke from recommendation for Speech and Language Therapists.
Group/ individual academic support	Reading Intervention Decodable Books (KS1), Better Reading Partnership Intervention (10 weeks, Year 2 and KS2), One to one yearly reading for those working below (ongoing), Little Wandle Phonics Intervention, Little Wandle Rapid Catch-up, SNIP Spelling Intervention, Word Wasp (for individual children in Year 5 and 6)

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Some children may also need onward referral to gain more support. We have access to external advisors such as the Tonbridge and Malling Specialist Teaching Service, Kent Specialist Teaching Service, and the local Speech and Language Therapy, Occupational Therapy, CAHMS/ Emotional Wellbeing Support and Paediatric assessment services. The SENCo is able to make referrals to these agencies. In the event that parents are separated then then correspondence about referrals will go via Arbor and to the email address of both parties. 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 an SEN support plan (Individual Personalised Provision 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. Some children are placed on the Monitoring List if teachers have any concerns about any aspect of their schooling. These children are monitored closely by the SENCo and Teachers. This is part of a graduated response to their needs.

We do not complete assessments to formally diagnose pupils for dyslexia and dyscalculia. We provide parents with checklists from the British Dyslexia Association and use professional judgment and inform parents if we feel there are dyslexia/ SpLD traits. These are judged on whether there are persistent literacy/ maths difficulties despite intervention, and a history of phonological/memory/processing difficulties from Year R. Staff use Dyslexia Friendly strategies in their classroom regardless of any formal

diagnosis, but reactive to the needs of the individual pupil. **Our SENCo is also a qualified Level 7 SpLD (Dyslexia) specialist teacher who can provide information at a consultancy level.**

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.

3a. How the school evaluates the effectiveness of its provision for pupils with SEN

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 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. However, we welcome parents to discuss their child at any time over the year. All annual review evaluations of effectiveness will be reported to the governing body.

3b. Arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments (please refer to section 2).

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted. Children working below their chronological year level will be assessed using the pre-key standards and SMART targets set by the teacher, these will be assessed on-entry then three times over the academic year.

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 SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

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

<https://www.kelsi.org.uk/special-educationneeds/specialeducational-needs/the-mainstream-core-standards>]

We also follow the 5-a-day approaches as outlined by the EEF; Flexible Grouping, Technology, Scaffolding, Explicit Instructions, Teaching Metacognition Skills. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, in the form of targeted interventions. 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 East Peckham 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 an 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 made the following improvements as part of the school's accessibility planning:

- Improved access to the school car park for disabled users
- Access for a wheelchair users whenever we have someone who needs it.

Should we have a larger number of pupils working significantly below their national curriculum age, it may be necessary to group these children and deliver a more bespoke literacy and maths curriculum. Overseen and planned by a qualified teacher and reactive to the needs of the pupil at this time.

3e. Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. A list of interventions that the school can offer can be found in section 2, although upon external advice, additional interventions may be deemed appropriate for children with significantly additional or different needs. In very few cases a very high level of resource is required.

It is considered best practice that, where possible, a pupil does not have a one to one adult who is assigned to them. We promote scaffolding, independent learning and inclusion in the classroom. Where appropriate additional funding is used for high quality interventions/ strategies that take place in the classroom. Some interventions take place outside of the classroom e.g reading, separate maths planning (small group), social skills group.

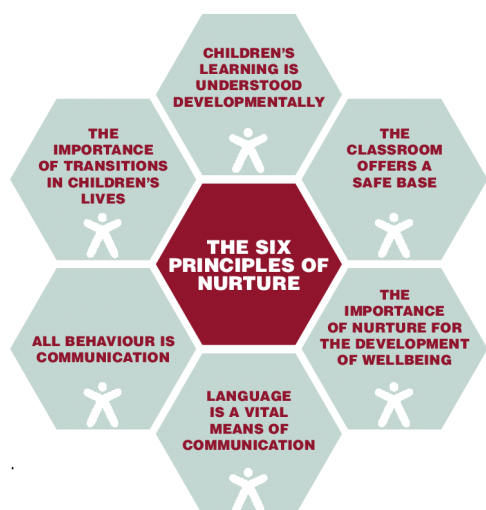
The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school via the High Needs Funding allowance.

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 East Peckham 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.

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

At East Peckham Primary 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 in PSHE lessons or assemblies and indirectly with every conversation adults have with pupils throughout the day. Nurture of pupils is placed very highly and the school is committed to embedding the six principles of nurture (Nurture UK) and we are a Nurture UK accredited school.



Six Principles of Nurture (Nurture UK)

Pastoral Support

Pastoral Groups	Forest School Nurture Group, Fizzy Cola Club (emotional regulation), Friendship Resorative Groups (bespoke), Year 6 resilience transition group, Lego Therapy Groups, Barrier Games
Pastoral One to One	Drawing and Talking Therapy
Nurture Hub and Nest	This area is open to all. It is used to support pupils with soft-landings. This area is used to facilitate inclusion in the classroom.
Courtyard Area	Open morning break, lunchtime and afternoon. Overseen by Laura Smith, pastoral support, a quiet space for pupils away from the main playground.

External	Referral to external agencies such as CAMHS or Young, Healthy Minds
External NEW	Access to the Well-Being NHS Teams within our school cluster (NEW 2024)
Emotional Regulation	Zones of Regulation - support on labelling emotions and developing a tool kit
Practical resources in the classroom (individualised)	Wobble Cushions, personalised visual timetables, Now and Next Boards, To do list, Social Stories, ear defenders, fidget toys, chewies, individual Zones of Regulation.
Practical Resources for all	Sensory regulation, movement breaks, calming boxes for all, sharing box (to share feelings), emotional check-in (in all classes but bespoke to each class.
Additional Support	Inclusion Support Plans for pupils who are out of class. A full

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

The SENCO at East Peckham Primary School is Kate Worrall (qualified teacher).

Miss Worrall is available on 01622 871268 or office@eastpeckhamprimary.org.uk on Monday-Wednesday.

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

The majority of teachers and teaching assistants have had the following awareness training:

- Dyslexia
- Speech, language and Communication difficulties, including working memory
- ASD (Autistic Spectrum Disorder)
- ADHD Training
- SEMH/ Attachment and Trauma

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 Services (Tonbridge and Malling)
- TEP - The Education People
- Local Speech and language, Physio and occupational therapists. The cost of training is covered by the notional SEN funding.
- Sourced externally where necessary
- Autism Educational Trust

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 shall do our best to secure this equipment. 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 East Peckham are invited to discuss the progress of their children on three occasions a year and receive a written report at least two times 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.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss our concerns. When the level of need, and provision required, is significant and ongoing despite intervention, and following consultation with Teachers and SLT, then from this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. 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. All children on the SEND Register have an Individual Personalised plan that is shared via email or at parent's evening three times a year.

In addition to this, parents of pupils on 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 as having 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. 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 East Peckham are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENCO or Headteacher 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 contacted. 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 or Educational Healthcare 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.

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,

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)

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

The Citizens Advice Bureau also offer help and advice which can be viewed at www.adviceguide.org.uk

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 East Peckham Primary 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 sure the transfer is as seamless as possible. When pupils transfer to us from pre-school the following transition arrangements are used:

- All families in Year R have the opportunity to meet the Teachers and Teaching assistant in order to get to know the child and family before they join us.
- Our Reception Teachers contact all pre-school settings to discuss strengths and needs with the professionals who are already working with them. For large cohorts, this may include a site visit.
- For children who have complex additional needs, a transition meeting may be arranged with all family members and professionals involved with the child in order to make any appropriate arrangements to ensure a smooth transition.
- All children are offered the opportunity to visit the school several times before joining
- All children are given a transition booklet/ video which shares information about the child and the school before they start in September.

We also contribute information to a pupils' onward destination by providing information to the next setting. When pupils transfer to secondary school the following transition arrangements are used:

- For pupils with statements/EHC plans, personalised transition plans are created at annual review
- Pupils are released from school to attend as many transition days at the new school as are needed. If pupils need to be supported by our school staff to help them with this, they are made available.
- Vulnerable pupils access a Year 6 transition intervention programme which seeks to support them with practical strategies for managing different situations at Secondary Schools.
- The Year 6 class teacher and Senco contacts/ meets with a representative from each of the appropriate secondary schools to discuss the strengths and needs of all children.
- Pupil profiles are sent forward to the receiving school, as well as all SEN documentation and records.

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

The local offer sets out for parents the goods and services within the local authority that are available to support their children. The local authority's local offer is published on <http://www.kent.gov.uk/educationand-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.