



SEND

Special Educational Needs and Disability Policy

<i>Document Title</i>	<i>Special Educational Needs and Disability Policy</i>
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Statement of Intent

At Singlewell Primary School we believe that all children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential. We strive for all children, regardless of Special Education Need (SEN) or disability, to achieve their best, become confident individuals and make a successful transition into the next stage of their life and education. We aim to use our best endeavours to make sure that children with SEN get the support they need to thrive within our setting.

Singlewell Primary School endeavours to support children with SEN and/or disabilities to accomplish these outcomes by:

- Prioritising high quality teaching with a curriculum which meets each child's needs including their academic, social and emotional development
- Providing an inclusive, adapted and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life
- Working in partnership with parents and carers and facilitating clear communication
- A robust system of identification of SEN built into the approach to monitoring the progress and development of all children
- Using the school's resources efficiently to provide early intervention and targeted support
- Promoting high attendance and punctuality to provide stability and continuity
- Working in partnership with specialists and agencies

Related Policies

This policy operates in conjunction with the following school policies and documents:

- **Anti-bullying Policy**
- **Attendance and Punctuality Policy**
- **Behaviour Policy**
- **Child Protection Policy/Safeguarding**
- **Curriculum Policy**
- **Education of Children in Care Policy**
- **Equality Scheme Policy**

Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Children and Young Persons Act 2008
- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Kent's Approach to Supporting Children and Young People Experiencing Difficulties with Literacy Development (including guidance on the use of the term Dyslexia) 2024

Definition of SEN

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

As outlined in the SEND Code of Practice 2014 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.

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’ as defined in the SEND Code of Practice 2014.

Special Educational Needs Provision at Singlewell Primary School

At Singlewell Primary School we employ our best endeavours to make provision for many kinds of frequently occurring Special Education Need. Our levels of provision can be seen outlined in our ‘School

Offer' document. The need of many children with SEN can be met with our universal offer - 'Provision for all'. This is Quality First Teaching by teachers who are responsible for the learning and progress of every child in their class, including those with SEN. At Singlewell we have our own Quality First Teaching approaches which are a non-negotiable to be in place in every classroom. These have been devised in line with Kent's Mainstream Core Standards and the Education Endowment Foundation's supporting guidance 'Special Educational Needs in Mainstream Schools' as well as other evidence based research. For children with SEN who require targeted support we provide an inclusive and adapted approach. For children who require specialist support we deliver a highly adapted and personalised provision to allow them to engage in all aspects of school life and meet their personalised goals.

At Singlewell Primary School we have experience in providing support for learners with Speech, Language and Communication Needs, Autism, cognitive learning difficulties, Attention deficit hyperactivity disorder (ADHD), Specific learning Disabilities (SpLD) including Dyslexia, Literacy difficulties and anxiety. There are other areas of SEN in which the school is less familiar, however we strive to seek information and support for all new areas of SEN which become present in our setting to meet all children's needs.

The identification and assessment of pupils with SEN

At Singlewell Primary School we strive for the early identification of SEN. Early identification refers to both identification early in a child's education and also quickly when a change in need arises. As many as 20% of children will be identified as SEN at some point in their education. 'SEN' is a fluid term and pupils may be identified as such for the whole or part of their education.

Both formative and summative assessment is used to support the early identification of SEN. In regards to formative assessments, all children in Key Stage 1 and 2 are assessed using the NFER assessments. These assessments take place three times a year in the assessment cycle. Alongside this, phonics skills are assessed for KS1 pupils, and those in Key Stage 2 where appropriate, using the Read Write Inc (RWI) assessment tools.

Infant Language Link is used to assess all Key Stage 1 pupils' language and communication skills and identify those who require additional support in this area. Junior Language Link is used to assess Key Stage 2 pupils where attainment and/or progress is not at expected standards.

In Reception a Fine Motor Audit takes place in line with the assessment cycles. This is continued into Key Stage 1 for pupils or cohorts who require this.

Teachers also make summative assessments through their teaching and time with pupils. Formative and summative assessment is tracked and discussed at Pupil Progress meetings with Senior Leadership and/or

the SENCO. Teachers are also encouraged to raise any concerns related to SEN or the identification of such with the SENCO at any time through conversation, meeting or online communication.

As well as a pupil's academic progress we give due regard to the emotional and social development of all children and monitor this closely.

At Singlewell we trust that parents/carers know their children best and encourage parents/carers to raise any concerns related to identification of SEN with their class teacher who will be able to discuss these concerns further and inform the SENCO of the discussion. If necessary, the SENCO will then arrange contact with parents to discuss further.

When an area of need is identified the class teacher will:

- Refer to our additional Quality First Teaching approaches for universal support
- Employ individual targeted strategies and support
- Implement high quality, evidence based and monitored intervention
- Initiate the "assess, plan, do, review" cycle through class Provision Mapping
- Inform parents or carers of the support put in place

Where this Quality First Teaching and reviewed support is not achieving the desired outcomes for the child, then the class teacher will then seek advice and support from the SENCO. The SENCO will work with the class teacher and parents to further identify the cause of the difficulty and this approach is personalised to each child's need.

The SENCO may:

- Undertake further internal assessments and screenings such as Speech and Language Link, SpLD Checklist, LASS and CoPs, Sensory Profiling, Autism and ADHD checklists and Fine Motor Audit, Single Word reading Test, Single Sentence Reading Test.
- Observe the child in the school setting.
- Work with the class teacher and supporting staff in adapting and personalising the provision and support in place.
- Consult with Specialist teachers for advice on strategies and resources.
- Refer for neurodevelopmental assessments through the Community Paediatric Team.
- Seek further assessments from specialist agencies such as Speech and Language and Occupational Therapy.

Through this holistic approach and an analysis of the 'whole child' and their needs, targeted support will be put in place to support the child to make progress in the desired areas. This support will be documented on the class Provision Map and will follow the 'assess – plan – do –review' cycle, overseen by the class teacher and monitored by the SENCO. In some cases, where the support needed is highly personalised and above our universal and targeted offer, a Personalised Plan will be written in consultation with the child's parents.

During this process the pupil will be identified as having a Special Educational Need as the school is making special educational provision for the pupil which is additional and different to what is normally available.

In few cases, where the need is high for specialist support, a consideration of application for Education, Health and Care Plan will be made in consultation with the parents.

If, after targeted support, the pupil is able to maintain good progress without the additional and different resources they will no longer be identified as having a Special Educational Need. When any change in identification of SEN is changed parents will be notified.

We will ensure that all staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used the sharing of Class Overviews, thorough transitions and use of our online record keeping.

The Evaluation of Provision for Pupils Identified with SEN

For children on our SEN Register, an 'assess- plan- do-review' cycle is carried out by the class teacher. This cycle is monitored and overseen by the SENCO. Parents are informed by the class teacher of strategies, support and additional provision their child is receiving. This cycle is recorded on our Provision Mapping documents.

Where personal strategies are implemented these are reviewed at the end of each cycle and updated so as to give a clear reflection of the strategies in place for the child with SEN.

Where interventions are implemented these are continually monitored in discussions between the class teacher, staff delivering the intervention and the SENCO. If it is felt that the desired impact is not being achieved then interventions are adapted at any stage of the cycle and documented on the Provision Map. This is to make effective use of the time and resources.

Provision Maps are reviewed termly and outcomes against the SMART targets are recorded. Where the targeted outcome was not met, the SENCO will appraise with the class teacher possible reasons and changes to the provision to be made. Outcomes are agreed with parents at parent consultation and recorded on the Record of parent consultation.

Pupils receiving highly personalised support will have targets and outcomes recorded through the use of Personalised Plans. These are reviewed termly and shared with parents at parent consultation.

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.

For a process map of SEN Identification and Support at Singlewell Primary School see Appendix A.

Adapting the Curriculum

At Singlewell Primary School we endeavour to provide all our pupils access to a broad and balanced curriculum and experience the enjoyment of learning. Our adaptive curriculum, which provides a holistic approach, aims to meet the needs of all children whilst encouraging **resilience** and **ambition** both academically, and in regards to their developmental, physical and emotional wellbeing. As part of our universal offer, we ensure all children receive High Quality Teaching and Learning from teachers who are responsible for the learning and progress of every child in their class within a **safe** environment, inclusive of those with SEND. Through our graduated response, a differentiated and personalised approach is taken to enable all learners to become **curious** to experience and access a wide curriculum through the use of adaptive teaching, resources and an understanding of learning needs and styles. Through the use of a skill focused curriculum with clear progression, all children are **equal** and able to achieve the requisition of new knowledge and skills in subjects regardless of ability or SEN.

The majority of pupils identified with SEN will be able to access whole class teaching with adaptations and strategies in place to support them. However, it is to be expected that a small number of pupils identified with SEN will require a highly adapted curriculum.

For those working below their Year Group standard but within their Key Stage, adaptations and scaffolds will be used to continue to include them in whole class teaching and expose them to Year group curriculum so as to not limit the progress they can make. A focus will be made on key skills in reading, maths and independent learning which will increase the accessibility of the curriculum to them. For those working outside of their Key Stage, a personalized approach to adaptations will be made by the class teacher with support from the SENCO. For pupils able to access subject specific teaching, whole class teaching will be adapted to meet their personalised targets using alternative assessment tools. The Pre-Key Stage Standards, Portage

assessment tools and the Autism Education Trust Progression Framework may be used to support assessment of progress and plan targets.

For pupils working outside of the National Curriculum, the Engagement Model will be used.

The Emotional and Social Development of Pupils with SEN

At Singlewell Primary School. We take a holistic approach to all aspects of a child's development and well-being always looking at the 'whole child'. Our pastoral support arrangements for supporting the emotional and social development of all children including those with SEND, is set out in our School Offer. When supporting with emotional wellbeing and mental health parents will often be supporting in engaging with outside agencies which have specialist support and knowledge this can include the School Health Service, bereavement services, Early Help, local and national charities.

Adapting the Learning Environment

As part of our requirement to keep the appropriateness of learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning.

Building

- A Nurture Space (The Harbour)
- KS1 / Nurture outdoor area
- Meeting rooms to meet with parents/outside agencies
- Hygiene room with shower facilities
- Sports hall
- Level access entrance area and access to all rooms
- Additional parking
- Facilities for Breakfast and After School Club

Main Playground

- Ramp to allow access for all
- Playground markings updated
- Soft surface play area- trim trail and pirate ship
- Outdoor gym
- Outside toilet facilities with disabled access
- YR outside play area
- Multi use games area (MUGA)

- Quiet garden

Security

- CCTV cameras and system
- New electronic signing in system which is height adjustable
- Secure magnet locking internal and external doors
- Site Manager- Mr Tony Wade
- Updated entry system/security

Classrooms

- Window blinds fitted
- Clever Touch Boards- height adjustable and portable
- Air conditioning
- Light sensors
- Laptops
- Increased stock of iPads

Further Developments to the Learning Environment

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.

Funding

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. The process requires schools to submit an online application for each high needs pupil whose provision exceeds £6,000 per annum. High needs funding is not a reimbursement of actual costs, but an additional resource to support a school in meeting the pupil's high level of special educational needs. Funding will only be approved for one year and a renewal will need to demonstrate how effectively the school has used previously agreed resources as well as the rationale for continued support.

The Expertise and Training of our Staff

All teachers have had the following awareness training;

- Prevent/Safeguarding
- Mainstream Core Standards
- 'Triple D' de-escalating behaviour
- Spina bifida Awareness (SHINE)
- Autism Education Trust – Making Sense of Autism
- Quality First Teaching non-negotiables and using evidence based practice

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we have contact with are; the SMILE centre at Ifield School, Specialist Teaching and Learning Service (STLS), Gravesham Learning Partnership (GLP), Team Teach and Speech and Language therapists.

Complaints

The normal arrangements for the treatment of complaints at Singlewell 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 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 an Education Health 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.

Engaging with External Services

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.

- Access to Early help and Preventative Services by referral
- Access to School Health Service by referral

External Support for Parents

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 enabling them to feel confident to express their views and wishes about education and future aspirations.

HELPLINE: 03000 41 3000 Mon- Fri 9am-5pm

Office: 03000 412 412

E-mail: iask@kent.gov.uk

www.iask.org.uk

The details of other local and specific services related to SEND can be found on our school website.

Other relevant information and documents:

The Designated Safeguarding Leads in our school are Mrs. Catt, Mrs Broad and Mrs Hazeldene.

The Designated Children in Care person in our school is Mrs. Hazeldene.

The Local Authority's Offer can be found at <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our Annual SEND Information report and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details of how we keep children safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Policy October 2024

Appendix A – Process of SEN Identification and Support at Singlewell Primary School

SEN Identification and Support at Singlewell Primary School

Definition of Special Educational Needs (SEN)

A pupil is identified as having SEN when their learning difficulty or disability calls for special education provision (provision different from or additional to that which is normally available to pupils of the same age). Our 'normal' level of provision is our Quality First Teaching Approaches and our 'Universal' support, strategies, and interventions.

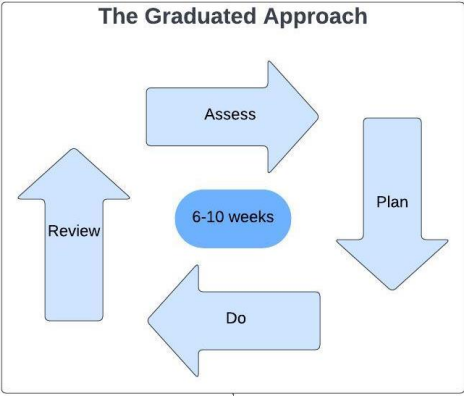
At Singlewell we listen to all concerns raised by parents/ carers regarding their child's progress, attainment, social and emotional wellbeing, mental health, behaviour, and general development. However, as stated in the SEN Code of practice, not all behaviours and difficulties necessarily mean that a child has SEN and a holistic approach will be undertaken to determine if there are other factors contributing to the presentation.

Concerns identified through:

- internal assessments/ screenings
- pupil progress meetings
- key assessment point
- class teacher
- parents

Lower Level:

- Teacher implements Quality First Teaching strategies for whole class, group or individual. **Record strategies in place on class overview**
- Teacher implements high quality targeting intervention. **Record intervention taking place on provision map**
- Complete additional assessments:
 - Language Link
 - RWI Phonics Assessment
 - Sensory Profile
- SENCO to support Teacher as needed
- Teacher to inform parents/ carers of initial concerns and support put in place



Higher Level:

- Teacher to meet with SENCO to discuss concerns and strategies and support already trialed
- SENCO to discuss concerns and collect additional information from parents
- The SENCO may complete additional assessments:
 - Language Link
 - RWI Phonics Assessment
 - Sensory Profile
 - LASS or CoPs
 - Observation of child
 - Assessment against alternative framework (Stepping Stones/Milestones)
 - Behaviour logs
 - Speech and Language Assessment
 - Occupational Therapy Assessment
- Teacher implements personalised support strategies with SENCO support. **Record strategies in place on class overview**
- Teacher implements high quality targeting intervention. **Record intervention taking place on provision map**

Continue with level of support and intervention

- Continue the Graduated Approach by reviewing termly. **Record on Class Overview and Provision Map and in Pupil Progress Meetings**
- Inform parents/ carers of progress at Parent Consultations
- Reassess if needs change
- The child MAY be added to the SEN register dependent on level of support needed to continue making progress, after discussion with class teacher and parents/carers



- Implement Specialist Advice for strategies, support and intervention
- SALT or OT to discuss support needed with parents
- Implement SALT or OT Therapy Plan. **Record on a Personalised Plan**
- Class teachers to review termly, update plan, and share with parents
- The child MAY be added to the SEN register dependent on level of support needed to continue making progress, after discussion with class teacher and parents/carers
- The SENCO may apply for High Needs Funding to help the resourcing of support
- Where the level of support needed is high, and the school feels they cannot meet the child's need, the SENCO may apply for a Statutory Assessment for an Education and Health Care Plan

Refer to Higher Level process and complete any internal assessments not undertaken, alter support and intervention, and monitor through the Graduated Approach.

- The SENCO may seek external support/ assessment from:
 - Speech and Language Team (SALT)
 - Occupational Therapist (OT)
 - Educational Psychologist
 - Local Inclusion Forum Team (STLS)
 - Early Help
 - Community Paediatrics
 - Local Authority SEN and Inclusion
 - Independent SEN Consultant

Through all stages of the process a **good line of communication should be kept between the school and parents/carers**. Class teachers are parent's first point of contact if they wish to discuss their child's progress and attainment. After this, parents can contact the school SENCO through their class teacher, email or the school office.