



**Special Educational Needs & Disability Policy and  
SEND Information Report  
2024 -2025**

**Approved by:** Nicky Murrell

**Date:** September 2024



## Holywell Primary School, Upchurch Special Educational Needs and Disability Policy

### Aims and Objectives

At Holywell Primary School, we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs and Disabilities (SEND). We believe every child deserves to be safe and loved and to have a happy and healthy childhood free from harm. By providing a safe, supportive and secure environment where self-confidence can grow, we actively encourage children to feel valued and give every child the entitlement to a sense of achievement. We aim to identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development. We involve parents, children and others in developing a partnership of support, which allows every child full access to a broad, balanced and suitably differentiated curriculum relevant to the children's needs. Every teacher is a teacher of every child including those with SEND.

Our main objectives for Special Educational Needs and Disability are as follows:

- To early identify pupils with SEND and to enter such children on the SEND list
- To provide equal opportunities for SEND children by providing access to a broad and balanced curriculum appropriate to individuals' special needs
- To systematically assess children's abilities and set learning targets for them to achieve in order that they may make optimum progress towards overcoming their difficulties
- To nurture home-school relations in providing for SEND and in developing children's skills
- To provide a clear framework for teachers and classroom assistants to implement the Code of Practice through a staged approach
- To inform parents as soon as possible when a child is identified as showing a cause for concern and explain school partnership and procedure
- To use appropriate support services promptly following a specific concern
- To use a range of media to update staff knowledge and understanding of specific difficulties.

### Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

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

- Behaviour Policy
- Equality Policy
- Safeguarding Policy
- Admissions Policy
- Attendance Policy

This policy was developed through consultation with parents/carers, the governing body and staff employed by the school. The policy will be reviewed annually.

### **Convention on the Rights of the Child**

At Holywell Primary we respect the rights of the children and adults in our school family, community and beyond and aim for each school policy to adhere to articles from the *UN's Convention on the Rights of the Child*.



In this policy, we are working towards the following articles:

**Article 3** - The best interests of the child must be a top priority in all things that affect them

**Article 6** – Every child has the right to survive and achieve their full potential

**Article 8** – Every child has the right to an identity

**Article 12** - We aim for all members of the school community to treat each other with respect

**Article 18** – Parents must ensure they consider what is best for the child and seek help when necessary

**Articles 19, 37 and 39** – Children have the right to be protected from being hurt or mistreated

**Articles 21 and 36** – Children have the right to be cared for and protected

**Article 28** - Every child has the right to an education

### **Definition of SEND**

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 them.

A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them 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)*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **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 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)*

## **Roles and responsibilities**

### **The SENDCO**

The SENDCO is Jacqueline Warner

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

## **SEND information report**

### **The kinds of Special Educational Need for which provision is made at the school**

Holywell Primary School is a mainstream primary school and provides for pupils with a wide range of special educational needs, including those with

Communication and Interaction needs - this includes students who have speech, language and communication difficulties, and slower processing difficulties and includes students with autism spectrum conditions;

Cognition and Learning needs - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia;

Social, Emotional and Mental Health needs - this includes Attachment Disorder or ADHD.

Sensory and/or Physical needs - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

The above four SEND categories are definitions of special educational need found in the August 2014 Code of Practice.

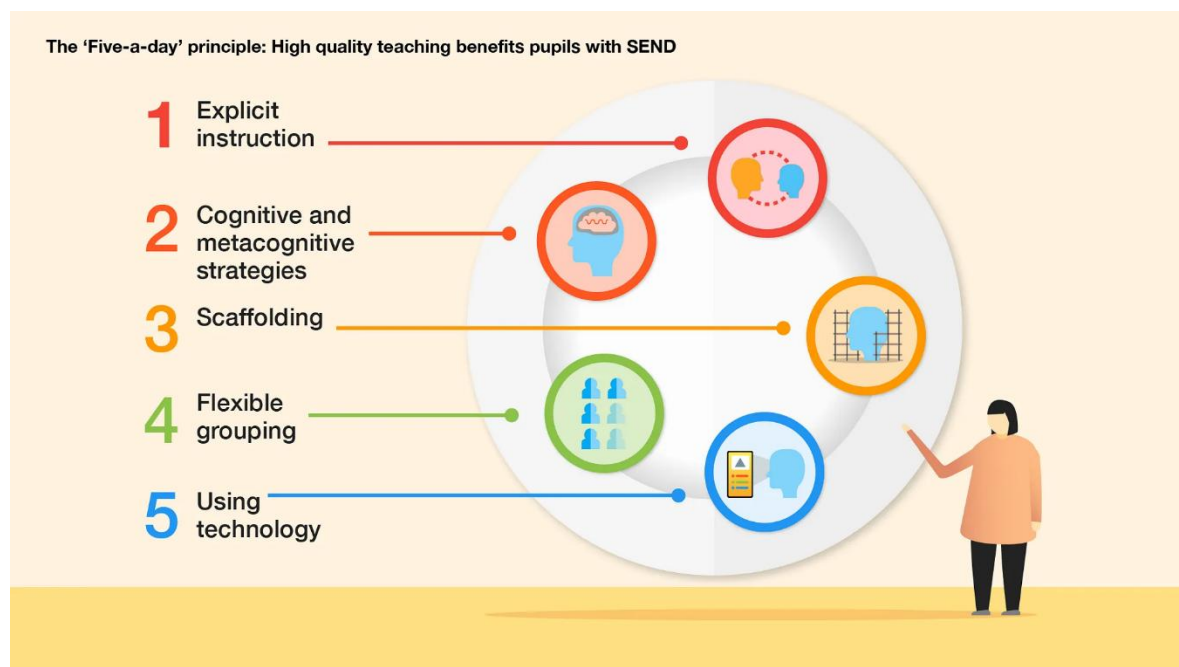
There are other kinds of special educational need which do not occur as frequently and we can access training and advice so that these kinds of needs can be met. For example, a medical need such as epilepsy or severe allergies.

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.

### **Information about the Identification and Assessment of pupils with SEND**

At Holywell Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all pupils at various points including Baseline assessment, and Speech and Language Link when children begin at the Foundations Stage. As the children progress, our assessments include Y1 phonics screening, Key Stage 1 SATs, Year 4 Multiplication Test, termly assessments in all year groups and Key Stage 2 SATs.

The Senior Leadership Team also monitor children's progress and learning through lesson drop ins and book looks. Each class teacher is aware of the provision they must make in class to ensure all needs are being met.



If a teacher has concerns about a child's progress despite class provisions put in place, they will discuss these concerns with the SENDCO.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attendance and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Consulting and involving pupils and parents**

We invite parents and carers in for Celebration Afternoons and send termly newsletters about the curriculum, SEND advice and events. Our website contains curriculum information and advice on supporting children at home. We know sometimes, parents have more personal queries so they can contact the school office to arrange a meeting with the class teacher.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All children's progress will be continually monitored by the class teacher. Their progress will be reviewed formally and tracked with the Headteacher, Assistant Headteacher and SENDCO every term in reading, writing and numeracy. Through Parent Consultations, termly reports and end of year reports, teachers make clear the attainment against age-related expectations and the level of progress made.

At the end of each key stage, all children are assessed. In EYFS and KS2, this is something the government requires all schools to do and the results are published nationally. These results are shared with parents at the end of the year. KS1 SATs are optional and no longer published nationally.

The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education. Children transitioning to KS3 will have an EHCP transition review at the start of Year 6 which will be shared with the pupil's choice of secondary school. The Headteacher, Assistant Head Teacher and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place

Regular book scrutiny and lesson observations will be carried out by the SENDCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **Assessing and reviewing pupils' progress towards outcomes**

If a learner is identified as having SEND need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of Quality First Teaching Strategies teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place. When providing support that is "additional to" or "different from" we engage in a four-stage process:

**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments such as SNAP.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEND Support plan and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning such as Better Reading Partnership and Precision Teaching – as set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle. If a child does not make progress despite all of these stages the SENDCO, in consultation with the parent, can consult other professionals at the LIFT meeting which is held termly for further support. If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

Holywell Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion so that all learners can access mainstream education. Staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. This approach will benefit all learners, not only those with special educational needs. We aim to ensure that all learners feel welcome and valued and that they get the right support to help them develop their talents and achieve their goals.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. 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. We 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 SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Holywell Primary School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards which can be found at:

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/themainstream-core-standards>

This advice has been developed by Kent County Council to ensure 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. one-to-one tutoring/precision teaching/mentoring, small group teaching, and the use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as notional SEND funding.

We will also provide the following interventions:

Little Wandle Catch up Phonics programme

Better Reading Partnership

ELSA

Clever Fingers fine motor skills programmes

Precision Teaching

Lego Therapy

Time to Talk/ Socially speaking programme of social interventions

Speechlink and Languagelink Speech and Language resources

Memory skills programme

Sensory support and resources



A full range of resources to support quality first teaching for all pupils in the form of ear defenders, move and sit cushions, visual task boards, fidget objects, calming resources, etc.

### **How accessible is the setting / school / college environment?**

In accordance with our Accessibility Plan, we make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Adaptive Teaching plans are in place for all subjects in our school with adaptations appropriate for the needs of our SEND pupils.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We have also made these adaptations to further support SEND in Holywell Primary School:

- We have soft surface in the outside area of our Foundation Stage and Year 1 classrooms which is one level and wheelchair accessible. The outside area of Year 2 class is one level.
- All KS1 Teachers and TAs have completed Little Wandle Phonics training and ways to support catch-up sessions.
- We have wheelchair-accessible doors in the Year R, Year 1 and Year 2 classrooms and the Frank Smith Intervention Room.
- The disabled toilet is fitted with an adjustable bed and sink and toilet support to enable getting on and off.
- We have a pastoral and intervention room and a small Calm Room that allows pupils to regulate their emotions when they are feeling unsettled.
- All staff have received Team Teach training on de-escalation strategies and positive handling.
- We have wheelchair-accessible internal and external routes around the whole school.
- There are disabled parking bays in close proximity to the main entrance. There is also a pedestrian crossing.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCO manages a SEND budget, used to ensure that all pupils have access to the equipment needed to meet their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school has an outside learning area.
- The school has an Accessibility Plan which is reviewed each year.
- The SENDCO has a postgraduate certificate in SEN Co-ordination from Canterbury Christchurch University.

We are continuing to improve our SEND provision by:

- SENDCO to meet termly with class teachers and support planning for the needs of all SEND pupils.
- Improving our SALT provision with online resources such as Widget.
- Training opportunities are shared with TAs and TAs are invited to staff meetings.
- Internal training and rolling programme to update and train Teachers and TAs on interventions and SEND practice.
- SENDCO to collaborate with other SENDCOs in the Trust to improve SEND CPD and training in school.

### **Additional support for learning**

The school budget, received from Kent Local Authority, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. Where the needs of a pupil are more complex and funding has already been used and evaluated, we would then consider additional support. This would be top-up funding from the Local Authority where a child has significant and complex needs. The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support are needed. The school identifies the needs of SEND pupils on a provision map. This identifies all support given within the school and is reviewed regularly and changes are made as needed so that the needs of children are met, and resources are deployed as effectively as possible. This can be through 1:1 support, small group support and working with external agencies.

### **How do we know our SEND practice is effective?**

The progress of all pupils is tracked throughout the school through pupil progress meetings. Pupil progress is also monitored closely by the SENDCO. In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations. When we run special intervention programmes for groups of pupils, we use entry and exit data to assess how successful they have been. We use this information to decide on how best to continue with support in the future, this is analysed termly by the SENDCO with the Class Teachers. The SENDCO also regularly meets with the SEND Governor to discuss the effectiveness of SEND provision. The SENDCO also reports on SEND to the headteacher and Governing Body.

### **How does Holywell enable 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 Holywell Primary School are available to pupils with special educational needs either with or without a statement of special educational needs/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.

## **Support that is available for improving the emotional and social development of pupils with special educational needs**

At Holywell 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 e.g. PSHE and Talking Time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. Talking Time with the Family Liaison Officer, mentor time with a member of Senior Leadership Team, external referral to CAHMs or SATEDA, time-out space for pupil to use when upset or agitated.

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.

## **Training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

The SENDCO at Holywell Primary School is Mrs Warner, who is a qualified teacher and holds the National Professional Qualification for Senior Leaders and the National Award for SEND Co-ordination from Canterbury Christchurch University.

Mrs Warner is available on 01634 388416 or [senco@holywell.kent.sch.uk](mailto:senco@holywell.kent.sch.uk). Please contact the school office directly on the above number or at [office@holywell.kent.sch.uk](mailto:office@holywell.kent.sch.uk) to make an appointment to meet with her.

Staff at Holywell Primary School have had a variety of awareness training consisting of:

- Sensory Circuits
- Attachment and Trauma
- Team Teach de-escalation and positive handling
- Clever Fingers
- Better Reading Partnership
- Inclusion for children with dyslexia
- Little Wandle Phonics
- Grief and Loss
- 1<sup>st</sup> Class Number
- Memory Games
- Speech and Language Link
- AET training to support Autism
- Autism in Girls
- ADHD

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 Psychologist, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists etc. The cost of training is covered by the notional SEN funding. We can also collaborate with other schools

in the EKC Trust to deliver effective SEN provision and draw on our colleagues' expertise.

### **Equipment and facilities to support children and young people with special educational needs**

Where external advisors recommend the use of equipment or facilities that 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.

### **Arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Holywell Primary School are invited to discuss the progress of their children twice a year and receive a written report once a year. We are happy to arrange meetings outside these times if needed. 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 provisions will be recorded, tracked and evaluated on our class provision maps.

If following this normal 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 may be identified as having special educational needs because special educational provision is being made. 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 with the SENDCo and class teacher, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible to parents.

### **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 the 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.

### **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 Holywell School are used for complaints about provision made for special educational needs. We encourage parents to discuss this, in the first instance, with the class teacher and if they have further concerns to speak to the SENDCO or Family Liaison Officer. If they are still unhappy they are to speak to the Assistant Head Teacher or Headteacher 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 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.

**Governing Body involvement of 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 via Specialist Teaching and Learning Service.
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services/Educational Psychology for pupils requirements 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. NAS, SENCO forum, NASEN etc
- Cluster meetings of SENDCOS within the Trust chaired by the CEO.

**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 and 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](http://www.kent.gov.uk/iask)

**How do we support pupils with special educational needs transfer between phases of education or in preparing for adulthood and independent living?**

We understand transition can be difficult for some children especially pupils with SEND. We support our SEND children when they transfer to a new key stage or another school by

meetings with their new staff, when possible, social stories and talking time and liaising with the children and parents. When children are transferring to our school, we work closely with their previous school to seek the information that will make the move as seamless as possible. We also contribute information to a pupil's next setting and invite a senior representative from the school to visit the children. We support Year 6 pupils moving into KS3 by encouraging our pupils to participate in the transition sessions in Term 6. Our SENDCo will contact and communicate with the SENDCo in Secondary Schools and pass on important information and reports about SEND pupils.

### **Local Authority's Local Offer**

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

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **Links to other policies**

This policy links to the following documents

- Accessibility plan
- Mental Health and Emotional Wellbeing
- Intimate Care Policy
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy