

SEND Policy and Information Report

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1. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Ebbsfleet Green we believe that every pupil, regardless of gender, race or disability, has the right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, where each child is valued, inspired to have high aspirations and be equipped with the tools and experiences necessary to prepare them for their futures.

We make this vision a reality through the value we place on understanding the whole child, their individual needs and their wellbeing thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a nurturing, supportive and fully inclusive environment.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils.

Our SEND provision, allows pupils the opportunity to follow a curriculum specifically tailored to their needs, develop life skills for their futures and to give pupils self-confidence through their learning.

Ebbsfleet Green Primary School SEND team comprises of:

- 1 x SENDCo

We work closely together and alongside outside agencies, parents, staff, children and the Kent SEND team to realise the best possible outcomes for our children.

The Role of SENDCo is held by Aisling Barker

Name: Aisling Barker

2. 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 SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

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.

The difficulty or disability may relate to:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Physical or Sensory conditions.

All types of special educational needs are provided for as long as the education of pupils with SEND is not incompatible with the efficient education of other learners in the school community.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Aisling Barker info@ebbsfleetgreenprimary.org.uk

Who will:

- Work with the Headteachers and SEND Trustee of Maritime academy to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, 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 Quality First teaching
- Advise on the graduated approach to providing SEN 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteachers and governing board 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

4.2 The SEND Trustee

The SEND Trustee will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 the SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment rigorously and routinely, this will build on previous settings and Key Stages assessments where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

At Ebbsfleet Green Primary School we are committed to ensuring that identification and assessment of need considers the whole child and is not limited to academic attainment. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. A broader picture of each individual child is sought. This may include progress in areas other than attainment, for example, social needs.

Information for identification and assessment is gathered from a range of sources including:

- Formal and informal observation

- Concerns from teachers
- Evidence of impact of wave one intervention on individuals
- Ongoing assessment of skills and attainment
- Open dialogue between SENDCo and Class teachers.
- Discussions with parents
- Regular learning walks and observations across the school day including playtimes and lunchtimes.
- Information sharing (with parental consent) between outside agencies
- Pupil progress meetings
- Usually a triangulation of these is used to accurately identify pupils with SEND and assess their needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At Ebbsfleet Green we like to maintain regular contact with parents about the things that happen in school. We do this in a variety of ways including;

- Ebbsfleet Green Gazette
- School website
- Diary/communication books
- Home/School contact books for individual children
- Parent coffee mornings
- Parent workshops
- Open afternoons/days/weeks
- Assemblies and special events
- Parents evenings

We value and encourage the support and partnership of parents in identifying whether children need special educational provision. Early conversations with parents when concerns arise at home or at school will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account and a broader view of the child is established
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are involved in discussions and planning for their children in the following ways:

- Parents are invited to termly teacher and parent meetings,
- Parental consent and parent views are always sought for any referrals.
- Parents are invited into school to discuss any reports written by outside agencies.
- Where a child has an EHC Plan, regular meetings are held with parents and other professionals to discuss targets, needs and ways forward including a yearly annual review of the EHCP plan objectives.
- Parental views are sought and incorporated into annual reviews
- Parents of children undergoing statutory assessment for an EHC Plan are encouraged to work in partnership with the school to develop a holistic profile.

5.4 Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will work with the SENCO 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 and attainment and 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

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.

If a child's needs are complex and/or they have an EHC Plan, a Personalised Learning Plan will be written in consultation with staff, specialist services and parents. This will be reviewed and updated termly.

If your child has a Statement of SEN or EHC plan, a formal Annual Review meeting will take place with you and all the agencies involved, discussing your child's progress and a report will be written.

Pupils with SEND are assessed using the same systems as the rest of the school. In addition evidence of progress may be collected in other ways, such as: samples of work, photographs, recordings/videos, progress towards goals in personalised plans, small step tracking and external agency assessments. Strength and difficulty questionnaires are used to monitor the impact of some social and emotional interventions where relevant.

5.5 Supporting pupils moving between phases and preparing for adulthood

New entrants:

For children with SEND we encourage the family to visit with their child to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting if this is considered appropriate. Transition meetings are routinely held for pupils with complex needs.

For children joining the school, moving between phases or moving onto secondary school:

- We write social stories for all children coming into our EYFS classrooms and moving into year 1. These are adapted according to age and specific needs.
- For our older children if transition between year groups is potentially going to be difficult, an age appropriate Social story or information sheet is written .
- Transition times to meet new teachers and spend time in new classrooms are arranged for the whole school. Where additional time is required for individuals these are provided.
- In addition to transition meetings between teachers, Individual Pupil Passports are written and updated regularly to support the transition process by ensuring receiving teachers have a holistic picture of children with additional needs.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits.
- Some of the secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils which we encourage children and parents to attend.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- We plan transition activities carefully for pupils with ASD including closely liaising and jointly working with ASD outreach.
- Our SENDCo liaises with secondary schools to pass on notes, files and information and attends the boroughs transition to secondary school day.
- Transition annual reviews are held at the end of year 5 for those pupils who have EHC plans to which a member of the KCC SEND team is invited.

When their receiving secondary school is known, a programme of transition is arranged including a TAC meeting with the SENCO or relevant person.

5.6 How are young people with SEND consulted with and involved in their education?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to all lessons
- School Council meetings enable pupils' views to be shared and discussed.
- We use pupil questionnaires regularly to gather ideas and opinions about different aspects of children's experiences in our school
- For children with EHC Plans, their views will be sought before review meetings using modified materials to seek the views of learners with limited communication or understanding
- The Head of School has an open door policy for pupils and responds to any child that wants to put across a view, idea or suggestion, in person or in writing

5.7 How are children's progress and outcomes assessed and reviewed?

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

We communicate regularly with parents through parents' evenings, diary/contact book and informal chats. You are welcome at any time to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress or meeting developmental milestones are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to use the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation with parents a child's specific needs are identified and are recorded on the SEND Register. This may be short or long term dependent on progress.

If a child is on the SEND register provision will be made to enable them to progress towards their targets. This is reviewed on a termly basis between staff and where relevant specialists, and parents are encouraged to contribute at termly parents meetings.

If a child's needs are complex and/or they have an EHC Plan, a Personalised Learning Plan will be written in consultation with staff, specialist services and parents. This will be reviewed and updated termly.

If your child has an EHC plan, a formal Annual Review meeting will take place with you and all the agencies involved, discussing your child's progress and a report will be written.

Pupils with SEND are assessed using the same systems as the rest of the school. In addition evidence of progress may be collected in other ways, such as: samples of work, photographs, recordings/videos, progress towards goals in personalised plans (SBPs), small step tracking and external agency assessments. Strength and difficulty questionnaires are used to monitor the impact of some social and emotional interventions where relevant.

5.8 Our approach to teaching pupils with SEND

We expect all teachers to be teachers of SEND pupils and to demonstrate through their planning, delivery and assessment that they can effectively cater for a wide range of needs. ALL children are expected to make progress regardless of their need. To achieve this teachers::

- Reduce barriers to learning through Quality First inclusive teaching practices.
- Ensure that the learning environment reflects the needs of their pupils.
- Are proactive in seeking advice or sharing concerns with the SENDCo in a timely fashion for children with identified or unidentified needs.
- Plan appropriate work / activities for their pupils ensuring that Graduated Approach targets are reflected within classroom learning.
- Celebrate achievement and have high aspirations and expectations for all.
- Ensure that appropriate support is available for all children and encourage metacognition for all children to be able to independently select supports which help support their learning.
- Encourage and promote independence and learning for life through promoting and supporting the development of functional, life and metacognitive skills;
- Differentiate the curriculum to take account of different learning styles, interests, abilities and accessibility.
- Ensure that all children can be included in tasks / activities
- Monitor individuals progress
- Identify those children who require additional or different support in order to make progress
- Set and review targets for Graduated Approach cycles and discuss these with parents and pupils.
- Identify and pursue training opportunities to enhance their practice for children with SEND.

All teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

5.9 Support Staff

- Through high quality teaching, support the teachers in enabling all children to have access to the teacher
- Be proactive in seeking support and advice.
- Support the teachers in enabling children with send to have access to an appropriate curriculum and resources
- Encourage and promote independence through promoting and supporting the development of functional, life and metacognitive skills.
- Liaise with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Identify and pursue training opportunities to enhance their practice for children with SEND.
- Promote the inclusion of all children in all aspects of life at school.

5.10 INTERVENTION:

Intervention is carried out by the school and is **additional to or different from** the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home
- Specialist 1 to 1 support

FREQUENCY & TIMING OF INTERVENTION

This is recorded and shared with teachers by the SENDCo via a class provision map. Teachers timetable support or sessions to ensure minimum disruption to children's access to a broad and balanced curriculum. Interventions are always time limited and measured for impact. Teachers, TAs or external professionals deliver the intervention so that they can adapt provision according to need. This is monitored by the SENDCo and by Class Teachers. Targets of intervention are always shared with class teachers, parents and pupils. Intervention targets should not be delivered in isolation but threaded through daily classroom practice and across contexts wherever possible for optimal impact and to support the transference of skills learnt.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by Quality First inclusive teaching and effective differentiation within the planning and delivery of the curriculum.

Our curriculum is designed to support the development of metacognitive, life and functional skills to develop protective factors and independence. The school adopts a flexible approach to support provision in order that a child's individual learning needs are met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral and learning support is enhanced by Learning Mentors throughout the day and at playtimes to help develop self-confidence and self-belief.

5.11 How is the expertise and training of staff developed to support children and young people with SEND?

All staff receive training related to SEND and SEND issues.

Planning for staff training takes into account:

- The needs of the children in the school
- Staff SEND questionnaire outcomes
- LSA training Audits
- The School Development Plan Priorities.

Training is delivered in a variety of ways including:

- Professional Development Meetings
- INSET days
- Staff Meeting SEND updates
- Drop in advice sessions
- External training by specialist providers
- Specialist support in school
- Accredited SEND training programmes for individuals
- Medical training for specific conditions or disabilities.

All staff at Ebbsfleet Green are encouraged to be lifelong learners.

Our support staff have had relevant training directly linked to the individual children who they are supporting.

Staff who are responsible for delivering the speech and language provision have regular specialised training to ensure they are up to date on current research and evidence based practices, provided by Whole Child Therapy.

6. How does Ebbsfleet Green evaluate the effectiveness of the provision made for children and young people with SEN?

- Termly pupil progress meetings with staff
- Lesson observations
- Trust level SEND audits yearly
- SLT meetings
- Observation both formal and informal
- Book scrutiny
- Appraisal cycle
- Review of interventions (termly)
- Data Analysis on in-house data and official data produced by the government at a local and national level

7.0 How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

What support is available for improving emotional and social development?

Children with SEND take part in the full life of the school and all social times are shared.

- We are a values-led school, and everything we do stems from the shared values chosen by the whole school community.
- Our Accessibility Plan (see Website) describes how we facilitate access for pupils with SEND.
- Our anti-bullying and safeguarding policies make it clear that we are a proactive school.
- All pupils take part in school trips and special events. Activities and school trips are a very important part of every child's learning experience at Ebbsfleet Green. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child has 1:1 support he/she will accompany them on the trip. However, if there is no 1:1 allocated to the child and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- Using known risk factors we identify children to participate in nurture projects to develop protective factors to support their mental strength and wellbeing.
- Learning Mentors work closely with class teachers to develop and deploy strategies appropriate to the social and emotional needs of individuals or the whole class.
- Our playground 'Buddy' system enables children to develop the skills to support each other and reflects our inclusive values.
- The Learning Mentors runs a lunchtime club and staff are on duty during lunchtime and available to support children, whether directly or indirectly via peer mediators.
- The Pupil Parliament is fully inclusive and representative of all children at Ebbsfleet Green.

7.1 How does the school involve other bodies, including health and social care bodies, local Authority support services and voluntary sector organisations, in meeting children SEN and supporting their families?

When a child is demonstrating further cause for concern or their learning needs are more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- A child continues not to make adequate progress
- Continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of other learners, despite taking part in an individualised behaviour management program.
- Has sensory or physical needs and requires additional specialist equipment or require regular advice or visits by a specialist service such as Occupational Therapist
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move through the school.
- For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

Support Staff, including Learning Support Assistants and Learning Mentor are assigned across the whole school to support SEND pupil's and families according to need.

As a school, we work closely with any external agencies relevant to individual children's needs and are proactive about seeking external support, advice and best practice to secure the best outcomes for our pupils. Some of the agencies we work closely with currently include:

- Early Help
- Educational Psychology Service
- Star Fish mentoring
- Occupational Therapy
- Paediatricians
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Social Care
- Speech & Language Therapy
- Parent Partnership Service (to support families through the SEN processes and procedures).

7.2 Equipment and facilities to support children and young people with SEN will be secured initially through the school's Notional SEN budget. If additional funding is required (top-up funding) an application will be made to KCC Local Authority.

7.3 The facilities provided to help disabled pupils access the school include disabled toilets, medical room, handrails and ramp access to the playground, ground floor classrooms, laptops and iPads.

7.4 The admissions arrangements for Ebbsfleet Green are consistent with Kent Council's Primary Admissions, to ensure simplicity for parents and carers. If the schools are oversubscribed then the Current Oversubscription Criteria will be applied and the local authority will allocate places in the following priority order:

- Looked after children (children in public care) and previously looked after children
- Children with a statement of Special Educational Needs / Education, Health and Care Plan that names Ebbsfleet Green (Parents will express school preferences through the process organised by the Special Educational Needs Assessment Team at KCC.
- Children who at the time of application, have a brother or sister (including children living as siblings in the same family unit) on the roll of Ebbsfleet Green at the time of the sibling's admission.
- Child's health reasons, supported by medical evidence, which requires the child to attend Ebbsfleet Green.
- Nearness of children's homes

7.5 If a parent of a child with SEN wishes to make a complaint about the SEN provision at Ebbsfleet Green, this should be discussed in a meeting with the Senco first to see if the complaint can be resolved. If the parent feels that the problem remains unresolved, they will be advised to put the complaint in writing to the Head of School.

When and how does a child receive an EHC Plan?

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan.

If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's SEND panel. The request is made to the Local Authority (LA), which in our case is KCC.

The Local Authority will need to have:

- Information about the child's progress over time
- Documentation in relation to the special educational need
- Details of action taken by the school to meet the child's special educational needs
- Particulars of any special resources or arrangements put in place.

This may include:

- School Based Plans (SBPs) for the child
- Records of regular reviews and their outcomes
- Health reports, including medical history where relevant
- National assessment levels and reports or records of progress compiled by the teachers educational and other assessments, for example from an advisory teacher or an educational psychologist
- Reports from other professionals involved with the child (social services, educational welfare services, health and education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further

evidence is gathered from all of the agencies that have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health and Care Plan' the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review that will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.