

Special Education Needs and Disability Policy



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

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51 – Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

Behaviour Policy, Equalities Policy, Safeguarding Policy, Homework Policy,

Complaints Policy, Accessibility Policy, Anti-bullying Policy, Intimate Care Policy,

SEND Information Report

This policy was developed with representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

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'
SEN Code of Practice (2015, p16)

1 The kinds of special educational need for which provision is made at the school

At Senacre Wood we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, dyscalculia, speech and language needs, autism, ADHD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Autism, Global Developmental Delay, Processing difficulties, Communication needs, ADHD, Anxiety needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Senacre Wood 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 the pupils at various points eg EYFS assessments; Y1 phonics screening, Y4 multiplication check, Y2 and 6 SATs.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are booster groups, pre-teaching, precision teaching, Fresh Start, Number Stacks, 1:1 reading, Clever Fingers, BEAM, Speech Link, talking therapy, Memory Magic, Lego Therapy, Play Therapy, Nessy, Power of 2.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Senacre Wood we are experienced in using the following assessment tools; Rapid Dyslexia screening, IDL Dyscalculia screening, EVT2, BPVS3, Boxhall Profiling, Ravens Matrices, Language for Learning, Speech Link and Language Link. We have access to other assessments when needed. Additionally, the school has access to external advisors who **are able to offer support and advice and may be able to carry out specific observations of a child and administer**

additional assessments. In particular, we have secured the use of Kent Educational Psychology Service through our involvement the localities model. We also have access to Specialist Teaching and Learning Service, Speech and Language Therapists and Assistants and Community Paediatrics.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without 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.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least 3 times per year. In addition to this, pupils receiving interventions will have relevant targets assessed every short term that is 6 weeks or longer. This includes EHCP intervention targets. Children with special educational needs may have additional assessments of reading age, mathematical competency, wellbeing etc. The assessments we use at Senacre Wood are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching 'is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Senacre Wood the quality of teaching is judged to be 'Good'.

Teaching staff have been trained to use 'Adaptive Teaching' strategies designed to support all learners, including SEND learners, to access the same learning outcome as their peers. The strategies include scaffolding (temporary where possible), flexible seating, use of technology, best use of support staff. The learning environment and delivery of learning is always accessible to all learners, including those with SEND. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Senacre Wood we employ Adaptive Teaching approaches and Mainstream Core Standards guidance on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning; slopes built to eliminate steps from Key Stage 1 playground to Key Stage 2 playground, slopes built to eliminate steps from outside classroom doors, mat-wells in classrooms filled to create one level. Frequent assessment and maintenance of yellow step edging to aid visually impaired persons is in place. A smaller table has been placed in the dining room to allow children who need chairs with backs to use the dining area. Adjustable work benches have been installed in the Art Studio to cater for Heathfield chairs, backed chairs and wheelchairs. A wheelchair access ramp has been built between Key Stage One playground and Key Stage One classrooms. It has been identified that the following aspects of the school need to be improved: signage around and within the school for disabled parking and wheelchair routes.

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

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 required schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority can provided top up funds to the school through an application for high needs top up funding. Some funding using this model remains in place, but no new bids can be made. The request for funding needs to be made via a localities group. The funding must now benefit a group of students.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Senacre Wood are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Children and adults with SEND, and their families are invited to busy events in the hall (such as Christmas Fair) 20 minutes earlier than others to allow for a quieter, less crowded experience.

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

At Senacre Wood 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. SMSC lessons and assembly times 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; Support from Family Liaison Officer (as required), access to counsellors and therapists and Emotional Wellbeing Practitioners, mentor time, external referral to CAHMs **Single Point of Access** or school nursing team, calm area for pupil to use when dysregulated, key worker approach. Staff are aware that SEN pupils are more vulnerable to issues relating to safeguarding (including online safeguarding) and bullying. Resources and support are tailored to the needs of the child, for instance with the use of social stories.

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.

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

The SENCO at Senacre Wood is Emily Baksh, who is a qualified teacher since 2002 and has been accredited by the National Award for SEN Co-ordination in 2015.

Emily Baksh is available on 03000 658430 or can be contacted via office@senacre-wood.kent.sch.uk.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers, teaching assistants and keyworkers have been trained in adaptive teaching techniques and using the Mainstream Core Standards to promote inclusive learning for students with SEND. They have also all received Autism Education Training.

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils with SEND.

The following teachers have received the following training;

Emily Baksh – ASD and Sensory Awareness training, Making Memories training, Clicker training, ADHD training, Diabetes training, Child anxiety training, music therapy introduction, Phonics and SEND, Precision Teaching, Senco Accreditation Award, Senior Mental Health Lead Accredited training, Introduction to Makaton

Emily Austin: Semantics, Selective Mutism, Using Widget, Using Augmentative and Alternative Communication Boards in the classroom, Epilepsy Awareness, Introduction to Makaton

Sarah Norris: Colourful Semantics, Using Widget, Phonics and SEND, Unlocking Reading, Low Level Behaviour Management, ASD in the classroom, Epilepsy Awareness, Introduction to Makaton

Brogan Luck: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton

Charlotte Spicer: Colourful Semantics, Introduction to Makaton

Hannah Sibborn: Adaptive teaching, Mainstream Core Standards, Colourful Semantics, Selective Mutism, Using Widget, Epilepsy Awareness, Introduction to Makaton

Jess Gallagher: De-escalation and Positive Approaches, Colourful Semantics

Dee McKenzie: Colourful Semantics, Using Widget, Number Stacks, Epilepsy Awareness, Introduction to Makaton, Asthma Awareness

Kirstin Wright: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton,

Helen Clarkson: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton

Joanne Cripps: Colourful Semantics, Using Widget, Epilepsy Awareness, Introduction to Makaton

Emily Reeves: Getting Ready for LIFT (observations and assessments), Epilepsy Awareness, Introduction to Makaton

Teaching assistants and key workers are trained to deliver interventions such as Memory Magic, precision teaching, speech and language link, Lego Therapy, Intensive Interaction, Fresh Start and Number Stacks.

We have a full time Family Liaison Officer who is trained in a number of therapeutic interventions.

Specifically, staff have been trained in the following areas;

Samantha Bannister: Supporting ASC at unstructured times, Positive Handling (Team Teach), Epilepsy Awareness, Speech Link, Social Stories, Diabetes Training, Speech Link, Introduction to Makaton, Asthma Awareness

Alison Eversfield: Supporting ASC at unstructured times, Epilepsy Awareness, Introduction to Makaton, Asthma Awareness

Nertila Lecini: Early Years Emotional Regulation, Positive Handling (Team Teach), Social Stories, Epilepsy Awareness, Now and Next training, Introduction to Makaton

Molly Munday: Speech Link, Precision Teaching, Epilepsy Awareness, Asthma Awareness

Cathie Loubser: Interactive Intervention, Keyworker Training, Epilepsy Awareness, Now and Next training, Early Years Emotional Regulation

Holly Porter: Social Stories, Now and Next training, Early Years Emotional Regulation, Introduction to Makaton, Asthma Awareness

Kirsty Hughes: Colourful Semantics, Snap Type, Epilepsy Awareness

Christine Herd: Epilepsy Awareness, Introduction to Makaton

Tina Collins: Sensory Circuits training, Epilepsy Awareness, Bespoke Speech Therapy Training

Georgia Lee: Colourful Semantics

Sue Benfield: ADHD Training, Nurture Training, Epilepsy Awareness

Mel Barden: Bespoke training from specialist teacher, Epilepsy Awareness, Asthma Awareness

Gwen Avila: ADHD Training, AV1 Robot Training, Bespoke keyworker training, Epilepsy Awareness, Asthma Awareness

Clare Palmer: SEMH and mental health support approaches, Positive Handling (Team Teach), Lego Therapy, Bereavement and Loss, Introduction to Makaton

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; Specialist Teaching and Learning Service, Five Acre Wood, Nexus, Bower Grove School, Goldwyn School, Educational Psychologists, Speech and language therapists, Epilepsy nurse, Asthma Nurse, Occupational therapists, Physiotherapists, dyslexia specialists etc. The cost of training is covered by the notional SEN funding. In addition, we have access to Kent Educational Psychology Service.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we 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. For high cost school adaptations, we will seek support from KCC and liaise with construction agencies.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Senacre Wood are invited to discuss the progress of their children on two occasions a year and receive a written report three times a year. Parents of children with Special Educational Needs are encouraged to meet with class teacher or Senco three times a year. In addition we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a provision map which will be shared with parents three times per year.

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 will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

Parents/carers of pupils with an Education, Health and Care Plan will be invited to discuss progress at least 3 times annually. Once a year parents/carers are invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Senacre Wood are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class Teacher, SENCO (Emily Baksh), Family Liaison Officer (Clare Palmer) or the Headteacher (Emily Sweeney) 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 a Statement of SEN/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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service (no longer available)
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/ask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Senacre Wood we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. When a child with additional needs is transferring from pre-school to Senacre Wood, the Senco will arrange and attend a transition meeting with the parent, the senco/keyworker from the pre-school setting, the Specialist Teacher involved and the future class teacher. Needs and arrangements will be discussed and plans for a successful integration in September will be carefully considered.

We also contribute to a pupils' onward destination by providing information to the next setting. Where a child has an EHCP in place, we will invite the onward school to the closest EHCP annual review. The Senco will liaise directly with the onward setting for all children with SEN. The Senco will attend any meetings arranged by the onward school. Where necessary and possible, the Senco will seek support from other agencies to support transition; for instance, talk therapy, clinical psychologist support. Senacre Wood will allow SEN children to complete transition workshops and attend transition meetings arranged by the onward setting.

13 Partnerships for Inclusion of Neurodiversity in Schools (PINS) Project

Senacre Wood Primary School are part of a **year long** pilot project to support the inclusion of neurodiverse children funded by NHS and supported by DfE.

<https://news.kent.gov.uk/articles/pilot-project-aims-to-create-more-inclusive-school-experiences-for-neurodivergent-children>

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

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

Approved by the GB on

Next review on

Senacre Wood
Primary School

