



Special Educational Needs & Disability Policy (SEND) February 2025

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Lightyear Federation - SEN & 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:

SEND Information Sharing Report, Behaviour Policy, Anti-Bullying Policy, Equalities Policy, Safeguarding Policy, Teaching & Learning Policy, Complaints Policy and Accessibility Plan.

This policy was developed in consultation with relevant stakeholders and will be available via the school website. This policy 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/ she or they:

Has a significantly greater difficulty in learning than the majority of others of the same age;

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 and Disability Code of Practice (DfE/DoH 2015:15-16)

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 and Disability Code of Practice (DfE/DoH 2015:15-16)

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

We can make provision for every kind of frequently occurring special educational need, including, for example: Dyslexia, Developmental Delay, Speech and Language Needs (Select Mutism, sound production difficulties, dysfluency, as well as language delay/disorder), Autism Spectrum Disorder, as well as other learning difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met.

We can also meet the needs of pupils for whom an Education, Health and Care plan has been granted. Decisions on the admissions 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

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) pupils are identified as either having no SEN; having SEN with Support; or as having SEN with an Education, Health and Care Plan.

We continuously monitor and review the progress of all pupils. At the end of every term Class Teachers are responsible for the capturing and recording of teacher assessments for every pupil in their class, informed by both formative and summative assessment. Teachers attend Pupil Progress Meetings three times a year. These meetings measure and assess the impact of identified needs and interventions for individual pupils. These identified needs and provisions are recorded on a provision map and are reviewed termly. Parents are informed if their child is receiving additional support during parent teacher consultations and via communication from the Inclusion Team if they are receiving SEN Support.

We use a range of assessments with all the pupils at different points in the academic year. These include; Baseline Assessment in the Foundation Stage, Year 1 Phonic Screening, Infant and Junior Language Link and Speech Link, reading and spelling age tests, NfER Assessments for Core Subjects, termly phonic assessments, weekly times tables tests, as well as Leuven Scales and Boxall Profile to assess pupil wellbeing.

Where progress is not sufficient, even if special educational need has not been identified, staff are able to provide additional provision to support the pupil to catch up. The impact of these interventions is reviewed and evaluated termly. Examples of extra support are: access as needed to a Laptop/ Chromebook; IT Software, small group support or 1:1 support Phonics, reading, Writing and Maths intervention, Precision Teaching, Speech and Language intervention, Fizzy and Clever Hands, Nurture Activities, Social Skills intervention, Sensory Circuits, Emotional Literacy Support Programmes, Physiotherapy Exercises, Lego Play and Nurture Provision and Principles.

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 assessment tools to determine the cause of the learning difficulty. The Inclusion Teams, across the Lightyear Federation, are experienced in using the following assessment tools;

- Speech Link and Language Link,
- Boxall Profile Assessment,
- Soundwrite Phonics Screener
- BPVS (British Picture Vocabulary Scale)
- GL Assessment Dyslexia Profile
- Phonics Tracker
- High frequency Word (first 300) Reading and Spelling

In addition, we have access to external advisor, who are able to use a range of suitable assessment tools, dependent in the needs of the child.

- STLS (Specialist Teaching & Learning Service)
- Educational/ Clinical Psychologist
- CYMPHS (Children and Young People's mental Health Service) through NELFT
- School Health Services
- Paediatric Consultants – Ashford Community Child Health
- Children's Therapy Team – NHS Speech and Language/ Occupational Therapy/ Physiotherapy)
- Outreach Services – Wyvern School

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 (Personalised 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 as having special educational needs. When there is any change in identification of SEN, 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

a) 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 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 via the Inclusion Governors, Glynn Hukins and Caroline Allen.

b) 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 three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments that are used at Greatstone Primary and Repton Manor Primary Schools are referred to 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.

c) The school's approach to teaching pupils with special educational needs

High quality teaching, adapted for individual pupils, 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)

The Quality of Education across the Lightyear Federation is judged to be good. (Greatstone Primary School Ofsted May 2022 and Repton Manor Primary School Ofsted November 2023)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that 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 in order to deliver learning. These include:

- Attention Autism
- Intensive Interaction
- Verve
- 1:1 provision
- small group teaching
- use of appropriate ICT software learning packages (Widgit, Clicker etc).

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Kent Local Authority have produced updated versions of the Mainstream Core Standards for use in all schools' including a Guide for Parents and they can be accessed using the following link.

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

d) How the school adapts the curriculum and learning environment for pupils with special educational needs

We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment to create an inclusive 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.

Our learning environment is constantly under review to ensure that both the school premises and the curriculum are accessible to all pupils at Greatstone Primary and Repton Manor Primary schools. Both schools comply with all requirements for access for all pupils requiring accessible disabled toilets. The curriculum is measured and monitored for impact and adjustments made in order to cater for the learning needs and styles of all of our pupils. Staff receive regular awareness training delivered through both external providers by the Inclusion Teams.

e) 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 and a full list of the interventions we can offer is documented on our provision map (please see school website). In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

f) 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 are available to all 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. The school will make appropriate arrangements and adaptations in agreement with parents, to ensure that the individual needs of the child are met and that they are able to access trips fully, including residential trips.

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

We understand that an important feature of our school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through our Life Skills Curriculum, Assemblies and targeted or personalised interventions, as well as indirectly with every conversation that adults have with pupils throughout the day. As Nurturing Schools, we promote a nurturing ethos throughout our curriculum offer, providing a nurturing curriculum to all pupils with a tiered level of intervention to meet the emotional and social development of all pupils. Our curriculum and nurturing ethos are based upon the six principles from 'Nurture UK'. The six principles have been adapted with parents and children and are as follows:

- The classroom is a safe base.
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- The importance of transition in children's lives
- Children's learning is understood developmentally
- All behaviour is communication

We recognise that some of our pupils, who are in the early stages of their emotional and social development because of their special educational needs, will require additional and different resources, beyond that required by pupils who do not need this support. If it is deemed appropriate the following provision can be provided to further support the emotional and social development of a child: nurture activities for self-regulation, social skills, Emotional Literacy sessions, Drawing and Talking, access to counselling, external referral to CYPMHS, access to alternative safe spaces such as the; SNUG and Sensory Room to use for reflection or relaxation or mentor time with members of senior leadership team or pastoral and inclusion team. Children who receive such provision will be assessed using the Boxall profile and will have either a personalised plan/ curriculum that is documented.

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

The SENCO at Greatstone Primary School is Fiona Roberts, who is a qualified teacher and is completing the National Professional Qualification for SENCOs. She can be contacted via the school office on 01797 363916 or via email (robertsf@greatstoneschool.co.uk).

The SENCO at Repton Manor Primary School is Louise Summers, who is a qualified teacher and has completed the National Award for Special Education Needs Coordination. She can be contacted via the school office on 01233 666307 or via email (inclusion@lightyear.kent.sch.uk)

The nominated governors for SEND for the Lightyear Federation are: Glynn Hukins and Caroline Allen.

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 have a full programme of CPD around SEN. This is provided by the Inclusion Teams for the Federation and will include specialist input on particular areas of need (e.g ASD and SLCN) as well as training in SEN processes and systems, curriculum differentiation and understanding of the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/ DoH, 2015). Staff benefit from focused training, including; Supporting pupils with ASD through visual resources, Language Through Colour, dealing with sensory overload and emotional literacy and regulation.

Audits of the training acquired by teachers and the teachers' perceptions of their levels of experience and knowledge in relation to all areas of SEN are compiled on an annual basis. The results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of pupils within the school. In addition, supplementary training is provided where needed for individual members of staff in relation to the needs of the child that they are supporting.

Where additional specialist training needs for staff are identified, we are able to find a provider who is able to deliver it. Training providers we can approach are; Aquila Educational Psychology Service, School Health, Goldwyn, Wyvern and The Beacon specialist schools and NHS therapy services. The cost of training is covered by the notional SEN funding.

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.

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

All parents/ carers are invited to discuss the progress of their child at parent teacher consultations which happen three times. Parent/ carers will receive a written report three times per year; two Interim Reports and an End of Year report.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them make accelerated should monitoring indicate this is necessary. This will not imply that the student has a special educational need.

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 (SEN) because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

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

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

The normal arrangements for the treatment of complaints, as part of the Lightyear Federation, are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, phase leader, SENCO or Headteacher to resolve the issue before making a formal complaint 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 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: -

- Local Inclusion Forum Team (LIFT) for access to Specialist Teaching and Learning Service (STLS).
- A Service Level Agreement with Educational Psychology service through the Aquila Academy.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Therapy Services – NHS 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 the Communication and Assistive Technology Team, etc.
- Disabled Children's Service for Support to families with pupils with High Needs
- Membership of professional networks for SENCO's e.g. NAS, SENCO Forum, NASEN etc.

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.

They can be contacted on:

Helpline: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

Web:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-tocontact/Information-Advice-and-Support-Kent>

12. 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>. For parents/ carers without internet access, they should make an appointment with the schools named SENCO for support to gain the information they require.