



HYPHE BAY
Church of England
Primary School

SEN & Disability Policy

SEN Information Report

Reviewed September 2023

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."

1 John 3: 18

Our vision is to be a Spirit- filled community where every individual flourishes and is respected.

Our Christian values allow us to be an inclusive school which, through our learning, strives to give everyone life in all its fullness.

Within our local and global culture of continuous learning and reflection, we aim to deliver a broad and ambitious curriculum to all children in our care.

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

- Children and Families Act 2014
- SEN & Disability Code of Practice (DfE/DoH, 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, Equality Statement, Safeguarding Policy, Homework Policy, Complaints Policy, Attendance Policy and Accessibility Policy, Administration of Medicine Policy, Confidentiality Policy and Admissions policy.

This policy was developed in consultation with staff, Governors (including the designated SEND Governor) and Parents/Carers including a parent focus group comprising of parents of SEN and non-SEN children 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 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: 16).

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

At Hythe Bay we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia, Motor Coordination Disorder, Speech, Language and Communication Needs, Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, Physical and Sensory Difficulties and Social, Emotional and Mental Health 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 Education, Health and Care Plans with the following kinds of special educational need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory. Decisions on the admission of pupils with Education, Health and Care Plans 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.

We have a Specialist Resource Provision (SRP) commissioned by Kent Local Authority which provides specialist provision for children with Education Health and Care Plans (EHCPs) for Speech, Language and Communication Needs (SLCN). The Local Authority is responsible for placing children within the SRP, which has separate admission criteria and arrangements to the admission for children into the main school.

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 three times a year to review their academic progress. We also use some assessments with the pupils at various points e.g. Language Link in Year R to identify any language difficulties, phonics screening in Year 1, and NFER assessments during KS1 and KS2. Some pupils may be monitored using B Squared assessments. In addition, we may use screening tools to identify signs of Dyslexia, or Leuven Scales and/or the Boxall Profile to identify Social, Emotional and Mental Health needs.

Where progress is not sufficient, even if a special educational need has not been identified, staff are able to provide additional support to help the pupil to catch up. Examples of extra support include: small group or 1:1 work on language; additional reading, fine motor skills (Clever Hands) and gross motor skills (FIZZY).

This support is planned at pupil tracking meetings with class teachers, senior leaders and the SENCO, with reviews taking place at subsequent meetings. (For more information about interventions, see also the Hythe Bay Church of England Primary School SEND School Offer 2023-24).

Some pupils may continue to make inadequate progress, despite high-quality teaching tailored to their areas of weakness. For these pupils, and in consultation with parents/carers, we will use a range of assessment tools to determine the cause of the learning difficulty. At Hythe Bay we are experienced in using the following assessment tools: GL Dyslexia Screening, Emerson and Babbie Dyscalculia Assessment, Boxall profiling, SDQs (Strengths and Difficulties Questionnaire), Speech & Language Link testing, Salford Reading Test and Little Wandle phonics assessments. In addition, we have access to external advisors who are able to use appropriate assessment tools, accessed through LIFT meetings (Local Inclusion Forum Team), who include SALT (Speech and Language Therapists), Educational Psychologists and STLS (Specialist Teaching and Learning Service). We have access, through the Local Inclusion Forum Team (LIFT), to external advisors from the Specialist Teaching and Learning Service (STLS) and Education Psychology services, who are able to carry out more detailed assessments. Furthermore, our school works to support speech, language and communication with support from an NHS Link Speech and Language Therapist. Speech Therapists may also carry out more detailed assessments.

The purpose of more detailed assessments is to understand what additional resources and different approaches would be suitable to enable the pupil to engage fully with the curriculum. These will be shared with parents/carers, put into an SEN plan and reviewed regularly. Reviews may lead to SEN plans being refined/revised if necessary as part of the Graduated Approach (DfE/DoH, 2015).

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 different to what is normally available. Pupils will then be identified on our SEN Register as SEN with Support.

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 made parents will be notified.

Kent Local Authority have produced recent guidance to further clarify the criteria for identifying a child as SEN Support on the SEN Register, noting that:

'Children or young people who have been diagnosed with a condition (speech and language, Dyslexia, Autism etc.) may have a recognised special need but will not automatically be included on the SEN register unless they are in receipt of a

significant, additional and personalised support without which they could not access learning.'

Staff will therefore work closely to ensure that the special educational needs of all students are fully understood, and that where they require ongoing high levels of support to be able to make progress, they are identified on the SEN Register. Where a pupil has a diagnosis of a special educational need, but have no need for ongoing high levels of support to manage that special educational need within the school context, the pupil's needs will be fully recorded and shared on class overviews but they may not be added to the SEN Register.

At Hythe Bay, we have a system whereby we monitor pupils who may need to be added to the SEN register, and those who have recently been removed from it.

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.

At Hythe Bay, we are a key part of the Local Authority's Graduated Approach and the 'Assess-Plan-Do-Review' cycle supporting the effective identification and provision of specialist approaches to meet the needs of children with more complex levels of SEN (for example those with Education, Health and Care Plans). We support further specialist assessment and identification of the children's complex needs and aim to ensure that this feeds in to the future planning and delivery of the most appropriate and effective specialist provision.

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, or Provision Plan, will be informed by the views of the pupil, parents/carers and class teachers; assessment information from teachers which will show whether adequate progress is being made. These reviews take place at Pupil Progress Meetings x3 per year.

The *SEN Code of Practice (DfE/DoH 2014:95)* 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 Governor at monitoring meetings.

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 regularly throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments from which 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/Provision Plan will be reviewed and adjusted.

3c. Our 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.' (DfE/DoH 2015: 99)

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

Mainstream Core Standards:

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

Kent County Council have also produced a 'Guide for Parents' about the Mainstream Core Standards.

Mainstream Core Standards Guide for Parents:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

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, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Pupils can also be supported with additional adults, either teachers or teaching assistants. This may be on an individual basis, where appropriate, or in small groups. These often take the form of interventions (see also Hythe Bay Church of England Primary School Offer 2023-24). More personalised interventions, support and use of resources in put in place when necessary.

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

At Hythe Bay we follow the advice in the Mainstream Core Standards 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 school has created an Accessibility Plan which outlines improvements made to the building, curriculum and training of staff. (See Accessibility Plan).

The environment and curriculum for some children (e.g. pupils with SEMH needs or pupils who have access to Barnacles Classroom) is continuously reviewed and adapted to meet needs. This includes adaptations to the physical environment, for example through the use of a quiet classroom, sensory room, nurture room, identified safe space, or through the use of individual work stations.

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 and a variety of interventions are available (refer to the Hythe Bay Church of England Primary School SEND Offer 2022-23). In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

Children within the Specialist Resource Provision (SRP) are supported by specialist teachers and support staff, trained in the specific area of need. Children from the main school also benefit from in-reach support (interventions or strategies) from the specialist teachers. The funding arrangements for children within the SRP are different to children with SEN who access the main school, and higher levels of funding for each child are provided by the Local Authority when commissioning a place within the SRP.

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 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. Where possible, additional funding will be accessed to support accessibility for all pupils, for example, through the purchasing of specialist equipment to enable pupils with physical disabilities to attend and participate in all trips and activities.

Children within the SRP are supported to access appropriate mainstream activities and teaching through individual timetables. These are reviewed regularly and adapted to ensure success for each individual child.

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

At Hythe Bay, 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 Circle Time and access to the school's PSHE curriculum, and indirectly, with every conversation adults have with pupils throughout the day. Circle of Friends, Lunch Clubs and indirectly with every conversation adults have with pupils throughout the day. Some pupils may be offered well-being support in the form of sports activities/exercise.

For some pupils with the most need for help in this area we also can provide the following e.g. access to counselling services, external referral to ChYPMHS, an identified space for pupil to use when upset or agitated etc., individual nurture support, group nurture support, access to a qualified Play Therapist, emotional check-ins, emotional literacy, social skills groups, or Lego Therapy.

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. Assessments (e.g. Boxall Profiling/Strength and Difficulty Questionnaires/Leuven Scales) will be used to assess baseline data and to identify focus areas needing support. 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 Hythe Bay is Claire Moffatt, who is a qualified teacher (BA Hons), and has completed the National Award for SEN Co-ordination (NASENCO).

Claire Moffatt is available on 01303 267802 or cmoffatt@hythebay.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 and teaching assistants have attended the following CPD: Mainstream Core Standards, Autism Awareness (Autism Education Trust), De-escalation, and

Developmental Language Delay. Teaching assistants have had the following awareness training: Safeguarding, Speech and Language Awareness, Anaphylaxis Awareness, Developmental Language Disorder Awareness, SEN Updates, and De-escalation training.

In addition, a number of teachers/support staff have received a range of specialist training covering a wide variety of subjects, for example; ELSA training, access to Nurture UK training, Attention Autism, or PROACT (SCIP) for specific members of staff. The school has an ongoing program of CPD (Continuing Professional Development) for staff to access.

Where a training need is identified beyond this we will find a provider who is able to deliver it, for example Dysphagia training, or Clever Hands/Fizzy. Training providers we can approach are: The Beacon (STLS), Educational Psychology Service, Speech and Language Link Therapist, School Nursing Team and support from other Folkestone and Hythe schools. 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 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 of pupils at Hythe Bay are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. 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 catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil 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 better address the needs. 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 will be actively supported to contribute to assessment, planning and review.

Pupils identified as having a special education need will be included on the school's Special Educational Needs (SEN) register. The register is needs led – meaning that, at a particular moment in time, an educational need has been identified. This may change, therefore the SEN register is fluid; pupils may be added to, or

removed from, the register after a progress review/assessment has indicated a change.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend two in-year review meetings and 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 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 are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns in the first instance with the class teacher, if further support is required a discussion with the SENCo, Key Stage Leads, Deputy Head or Headteacher may be required to resolve the issue before making the complaint formally 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 contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the Governing Body, through the school, 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 school and Governing Body have engaged with the following bodies: -

- Free membership of LIFT for access to the Specialist Teaching and Learning Services.

- Links 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 pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Access to the Shepway Nurture Provision, including Beacon Wood (forest school).
- Membership of professional networks for SENCO e.g. Local SENCO Hub, County SENCO forum and NASEN.

11 The 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 & Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child’s education. They can be contacted via:

HELPLINE: 03000 41 3000

Office: 03000 412 412

E-mail: iask @kent.gov.uk

Click the link below to access the iask website:

<http://www.iask.org.uk>

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 Hythe Bay 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.

We operate a thorough transition process where children, families and pre-school setting representatives are invited into school on numerous occasions throughout Term 6 and home visits are carried out. Teachers have access to pupil profiles which include pupil/parent voice.

We also contribute information to a pupils’ onward destination by providing information to the next setting. We have strong links with all local secondary schools and ensure that everything is done to make the transition as smooth as possible. When pupils transfer to secondary school, we have visits from a representative from each of the chosen schools. Children are also supported to

attend taster days organised by the secondary school. We provide transition workshops which all children attend. We will, if necessary, arrange extra visits for some children. We ensure all information of any Special Educational Needs and relevant paperwork is given to the new school in line with General Data Protection Regulations (GDPR) 2018.

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

The local authority's Local Offer can be found in the SEN Information Hub:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Glossary of Terms

Annual Review A statutory annual review of progress against agreed outcomes for students with an Education Health and Care Plan (EHCP).

CAT Cognitive Ability Tests: to test verbal and non-verbal reasoning abilities.

CPD Continuing Professional Development

EHCP Education, Health and Care Plan – replaces the Statement of SEN from 2014.

Graduated Approach Introduced in the new SEN and Disability Code of Practice (DfE/DoH 2014). This refers to the way that schools should support students by identifying students as SEN with Support, or SEN with an Education, Health and Care Plan. All students on the SEN Register should have their needs identified, met and reviewed by key staff, using the Assess – Plan – Do – Review cycle as set out as part of the new Graduated Approach. Support is offered at Universal level, Targeted or Specialist.

Mainstream Core Standards A Kent document which sets out the expectations on schools for the Universal, Targeted and Specialist offer they make to all children. It describes what can be delivered from the school's own resources.

Provision Map A document created by class teacher, in collaboration with the Senior Leadership Team. This details

interventions in place for pupils as identified through assessments and identified needs.

Pupil Progress Meetings Meetings are held three times a year with the Senior Leadership Team. This details the interventions put in place for pupils as identified through assessments and identified needs.

Support Plan A plan focusing on the support needs and small step targets to achieve for students on the SEN Register. This is written with the involvement of pupils and parents, wherever possible, and is regularly reviewed to ensure that progress can be made. A support plan may also be referred to as an Individual Provision Map (IPM) or a Personalised Plan.

Approved by Full Governing Body on Thursday 9th November 2023