Chislet C. E. Primary School

A journey of learning for all, within God's guiding hands

Small School, Big Community, Unlimited Potential

Federation of Chislet Church of England and Hoath Primary Schools

SEN & Disability Policy/SEN Information Report

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This policy should be read in conjunction with the following school policies - Behaviour Policy, Equalities Policy, Child Protection Policy, Homework Policy, Complaints Policy and Charging Policy.

AIMS

The Federation of Chislet Church of England and Hoath Primary school's (from hereafter referred as school or Federation) policy for Inclusion and SEND aims to

- Ensure our schools fully implement national legislation and Kent Local Authority guidance and expectations.

It sets out how our Federation of schools will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.

- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.

- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.

- Support pupils with SEND to realise their aspirations and achieve their best.

- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.

- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.

- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

- At The federation of Chislet Church of England and Hoath Primary Schools all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school/academy will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

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 both Chislet Church of England and Hoath Primary Schools, 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, speech and language needs, Autism, Asperger's syndrome, 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 a statement of special educational need / Education, Health and Care plan with a wide variety of special educational needs including – Visually and Hearing impaired pupils. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

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

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

At the Federation of Chislet Church of England and Hoath Primary Schools, 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 in the year to ensure that any issues are identified as early as possible. These include – Year 1 phonics screening, Speech and Language Link assessments, annual spelling and reading age testing.

Where progress is not sufficient, even if 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 individual and group interventions - both in and out of the

classroom, Fine motor skills programme (Clever Hands), Gross motor skills programme (Fizzy), specifically differentiated work, Emotional and social intervention, support from external services i.e. Specialist Teaching and Learning Service and the Speech and Language Therapists.

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. Across the Federation, we are experienced in using many forms of assessment tools and we have access to external advisors who are able to further and more specialised forms of assessment to identify particular needs and difficulties.

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 a statement of special educational needs / 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 throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments. At Chislet and Hoath Primary Schools we use - Year 1 phonics screening, Speech and Language Link assessments, annual spelling and reading age testing, regular assessment and monitoring of all subject taught form the National Curriculum. 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, differentiated 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)*

At Hoath and Chislet Schools the quality of teaching is judged to be good with outstanding elements in our last Ofsted inspection and the schools are working closely with the Local Authority to improve this to outstanding in all areas.

We follow the Mainstream Core Standards, found on the Kent Education Website – Click to follow link On the website, advice developed by Kent County Council, is given ensuring 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 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'

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

At Hoath and Chislet CofE Primary Schools 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 statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors discuss and review the school's Accessibility Plan and identify any aspects of the schools which need to be improved before implementing any necessary changes. (Please refer to our Accessibility Plan – 2024-2025)

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 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. For further information on 'High Needs Funding in mainstream schools', click the link.

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 across the Federation are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

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

We understand that an important feature of both Hoath Primary School and Chislet Church of England Primary School, is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance – PSHCE lessons, Registration time, Whole school Assemblies, Whole school worship 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: access to a trained counsellor, mentor time with suitable member, external referral to CAHMs, and time-out space for a pupil to use when upset or agitated.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

The SENCO team consists of Nic Mogg (Chislet) and Jasmine Lupton (Hoath) Both are currently attending Christchurch University to achieve their SEND Accreditation

N. Mogg and J. Lupton are available at the following emails.

Nic.mogg@hoath.kent.sch.uk

Jasmine.lupton@hoath.kent.sch.uk

Or alternatively can be contacted through the school offices;

01227860295 Chislet

01227860249 Hoath

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 had awareness training and continue to access suitable courses and resources in order to be able to remain aware of current practices required when working with children with additional and special needs.

Within the Staff employed, there are individuals who have received training in specialist areas in order to be able to support specific individuals.

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; St. Nicholas School, Educational Psychologist Team, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Dyslexia and Dyscalculia Specialists. Many other forms of training can also be accessed through K.C.C. 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 of pupils who attend either school are invited to discuss the progress of their children at parent consultations which are held twice a year and receive written reports 3 times over the course of the school 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. All such provision will be recorded, tracked and evaluated throughout the 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 will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / 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 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 Hoath and Chislet Schools are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with the Class Teacher, SENCO, Assistant Headteacher or Headteacher 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 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
- An 'ad hoc' Service Level Agreement with Educational Psychology.
- 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, etc.
- Membership of professional networks for SENCO e.g. 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/iask

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

Across the Federation 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 is as seamless as possible. Communication between the two parties will ensure that the pupil's levels of ability as well as any issues relating to an 'Additional or Special Needs' are shared before the transition is made. The previous 'educational setting' will often be visited by a relative member of staff, to see the individual pupils in an environment that is familiar to them, again giving opportunity for any worries or concerns that may exist to be discussed in further detail.

We also contribute information to a pupils' onward destination by providing information to the next setting. A Class Teacher, SENCO, Head of Year, Head of Key Stage, 1 -1 support etc. from the 'next school' is contacted so that an informal meeting can take place: firstly, with the children transferring school, before relative members of the school can discuss strategies and resources that are used/have been used to ensure that the transition process is as smooth and worry-free as possible for all parties.

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

The local authority's local offer is published on http://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 May 2025

Next review on May 2026