



Ash, Cartwright & Kelsey Church of England Primary  
School (Aided)

Special Educational Needs and Disability Policy

Lead Governor: Paul Devitt  
Lead member of staff: Julie Wilkinson

Date approved: March 2023  
Review date: March 2024

**Mission Statement**

**Our village school and our Christian values provide a well-rounded education that enables all to be the best that God intended. We treat adults and pupils with love and dignity in a space where everyone can flourish**

Friendship Joy Community Forgiveness Perseverance  
Creation

This set of values is reflected in all our policies.

**Ash Cartwright and Kelsey CE Primary School**  
**SEN& Disability Policy**  
**March 2023**

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 all school policies

It was developed with the Headteacher, SENCo and representatives from the governing body and in consultation with parents, 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 Ash Cartwright & Kelsey Primary School we can make provision for every kind of frequently occurring special educational need without an 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.

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.

The SEN Code of practice identifies four broad categories of need. These are as follows and are taken from the SEN Code of practice (2015)

### ***Communication and Interaction***

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or use of social rules of communication. This will include children and young people with ASD, including Asperger's Syndrome.

### ***Cognition and Learning***

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum, often with associated difficulties with mobility and communication. This area will include a range of conditions including Dyslexia, Dyscalculia and Dyspraxia.

### ***Social, Emotional and Mental Health Needs***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety or depression or physical symptoms that are medically unexplained. This area might also include children with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

### ***Sensory and /or Physical Needs***

Children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require ongoing support and equipment to access all the opportunities available to their peers.

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

At Ash Cartwright and Kelsey Primary School 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 Y1 phonics screening, Speech Link (YR), Language Link (YR), Accelerated Reading assessments, including reading age twice a year.

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 small group or individual support from an additional adult within the classroom, individual reading programmes, individual speech and language support, small group or one-to-one tuition, booster groups in maths and/or English, positive behaviour support, social skills and allocation of key workers to individual pupils.

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 Ash Cartwright & Kelsey Primary School we are experienced in using the following assessment tools Boxall Profile, Sensory Checklist, Dyspraxia Checklist, Dyslexia Checklist, Phonological Awareness Checklist, Barriers to Learning screener, Language for Learning materials.

We also have access to external advisors who are able to use a wide range of assessment tools, such as LIFT (Local Inclusion Forum Team), STLS Clinics, and SALT (Speech and Language Therapy).

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. Once the pupil is able to maintain good progress without the additional and different resources, he or she will no longer be identified with 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**

#### **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 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 we use at Ash Cartwright & Kelsey are shown 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, 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 Ash Cartwright and Kelsey Primary School the quality of teaching was judged to be 'Good' in our last Ofsted inspection.

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 e.g. one to one tutoring / precision teaching / mentoring/small group teaching. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' and Pupil Premium.

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

At Ash Cartwright & Kelsey Primary School 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 the Education, Health Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment and accessibility under review the Governors have made the following improvements as part of the school's accessibility planning: the Early years and Reception outside area has been completely overhauled (July 2019) to provide an area more accessible to all. Staff members have received training in supporting children with vision impairment (VI), hearing impairment (HI) or a multi- sensory impairment (MSI).

The school's Governing Body monitor SEN provision together with scrutiny of the progress and attainment of these pupils. This is regularly discussed at Governing Body meetings with recommendations tabled for ratification, which inform School Improvement Planning. Regular audits are conducted by the school's SENCo to ensure that staff receive relevant and regularly updated training in all aspects of SEN.

### **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 full list of the interventions we offer is on the provision map for each year group. 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 provides top up to the school. This is known as 'Higher Needs Funding'.

### **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 Ash Cartwright and Kelsey Primary School are available to pupils with special educational needs either with or an Education, Health and Care Plan subject to a risk assessment. 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**

At Ash Cartwright & Kelsey Primary School 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: PSHE, social skills groups, extra pastoral support 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 can also provide the following: access to a play therapist, mentor time with member of staff with some experience and or training in this area, external referral to CAHMs, time-out space for pupil to use when upset or agitated, access to sensory activities to release tension and anxiety.

It may also be necessary to initiate Early Help which is a process that can offer the whole family support in many areas.

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 Ash Cartwright & Kelsey Primary School is Ms Wilkinson SENCO  
Ms Wilkinson is available on 01304 812539 or [jwilkinson@ashckschool.org](mailto:jwilkinson@ashckschool.org)

#### **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**

Teachers and teaching assistants (except for newly appointed) have had the following: ASD awareness training; Active Listening, Numicon training, Better Reading Partnerships (TA's), Child Protection Training, E-safety training, Promoting Independent Learning, Dyslexia Awareness training Level 2, Restorative Justice training, Managing Challenging behaviour in RJ context by STLS, Deaf awareness training by STLS, Phonic training, Well Being Awareness training, EP staff training on supporting children who have experienced trauma. Attachment Training, Mainstream Core Standards Training, Mental Health First Aiders, Mental Health training following on from the COVID pandemic, Metacognition Training, Restorative Justice, Language Through Colour training, SALT interventions, and Managing Adverse Childhood experiences. The HT is the Advanced Mental Health Lead (Leeds Beckett University July 2022).

In addition, The SENCO has a list of staff that have received enhanced and specialist training. In the case of newly appointed staff, they will be booked on as soon as the training is available.

The SENCO conducts a skills audit of teaching and learning support staff, and this informs the training plan.

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; Elms special school, Aspen special school, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapists, Specialist Teaching and Learning services etc. 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 at Ash Cartwright & Kelsey Primary School are invited to discuss the progress of their children on 2 occasions a year and receive a written report once per year. In addition we 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 on a Provision Map which will be shared with parents. 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 may 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 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 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 Ash Cartwright and Kelsey Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance,



then the SENCO and Head Teacher 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 an 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:-

- Membership of LIFT for access to specialist teaching and learning service
- A Pay as you go Agreement with Educational Psychology service 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 eg SENCO Forum.

### **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 free and confidential 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](mailto:iask@kent.gov.uk).

<http://www.kent.gov.uk/iask>

Information for parents can also be found using the link below:

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

## **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 Ash Cartwright and Kelsey Primary School we work closely with our maintained Nursery and other educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as a seamless as possible.

We also contribute information to a pupils' onward destination by providing information to the next setting and where necessary, arranging extra liaison and transition visits to the receiving school. Staff from secondary school settings visit the school during term 6 and meet with class teachers, pupils and, where appropriate, the SENCo. Where a pupil has received SEN support, an SEN Transfer form is also completed for the secondary school SENCo. Representatives of the pupils' proposed secondary schools are invited to any meetings or reviews held for pupils during terms 5 and 6. Written records, including SEN files, are transferred to secondary schools before the end of term 6. Additional taster days invite SEN pupils/vulnerable pupils to attend additional taster sessions at secondary school and work with SEN staff.

Within the school we make an effort to ensure transition is as supportive as possible for pupils with special educational needs, with robust transition planning.

## **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/about-the-local-offer>

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

Approved by GB on 23<sup>rd</sup> March 2023

Next review in March 2024