Selsted Church of England Primary School

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Policy Review

Policy:	**SEND Policy**
Date reviewed/updated:	**May 2026**
Date of next review:	**May 2027**

Signed: Chair of Governors	**Clare Blakemore**
Signed: Headteacher	**Angela Woodgate**

SELSTED
CHURCH OF ENGLAND
PRIMARY SCHOOL

SEND POLICY

Reviewed – May 2026

This policy is written in line with the requirements of:-
Children and Families Act 2014
SEND 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 SEND 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
List other linked policies – Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy others?

This policy was developed with give details of your engagement and participation process that involved parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

A child or young person has SEND 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. *SEND Code of Practice (2015, p 15)*

Definition of disability

> Many children and young people who have SEND 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' *SEND Code of Practice (2015, p16)*

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

At Selsted Primary 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. We can also support children with medical needs, and ensure that they are monitored and supported appropriately.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: autism and has previously supported the needs of other pupils with EHCPs for various difficulties such as ADHD, cerebral palsy and social and emotional difficulties. Decisions on the admission of pupils with a statement of 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.

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

At Selsted we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points including; EYFS baseline assessments, Little Wandle, Y1 phonics screening, speech link, language link, spelling age, reading age, CAT tests, Assertive mentoring assessment materials, rising stars assessments, KS 1 and KS 2 SATS.

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:
Little Wandle phonics keep up and catch up resources and hands on activities, in class small group interventions, and English resources, White Rose Maths resources, fizzy and clever hands, sensory circuit, emotional regulation. We also use the Nurture UK principles to assess and provide for pupils' individual needs and difficulties.

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. At Selsted we are experienced in using the following assessment tools:
Salford Reading test
Little Wandle Phonics assessments
White Rose Maths
Leuven scales.
Boxall profile

We also have access to external advisors who are able to use a wide range of assessment tools. The purpose of a 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 SEND 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 SEND 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.

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 SEND 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 *SEND 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 six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age, phonics and maths skills as well as observations within the classroom. If these assessments do not show adequate progress is being made the SEND 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 SEND most frequently encountered *SEND Code of Practice (2015, 6.37)*

Here at Selsted, the quality of teaching is judged to be good.

We follow the Mainstream Core Standards https://www.kelsi.org.uk/special-education-needs/special-educational-needs/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 adopts some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are delivered by existing and additional staff employed through the funding provided to the school as 'notional SEND funding'.

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

At Selsted 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 Governors have not had to make any recent improvements to the building. Any further possible changes may be made with a view to the transition of children from one class to another.

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

As part of our budget we receive 'notional SEND 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 SEND 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 on our provision map. 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. We access this through an application process, personalised to each child.

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 Selsted 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

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

At Selsted 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; PHSE, circle time, class and house assemblies and indirectly with every conversation adults have with pupils throughout the day. Sometimes just spending some time with our school dog can really help a child feel better or even begin to express their feelings. We use the Nurture UK principles to support our understanding and provision in place for our pupils.

For some pupils with the most need for help in this area we also can provide the following: one to one pastoral support time, referral to outside agencies such as Young Healthy minds or support groups/networks, external referral to CAHMs, wellbeing and nurture space for pupils to use when upset, frustrated or overwhelmed. Pupils have access to familiar adults, learning breaks and personalised support for their individual needs.

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.

The name and contact details of the SEND Co-ordinator

The SENCO at Selsted is Laura King, who is a qualified teacher who has also successfully completed the National Award for SEND Co-ordination. Laura King is also our Assistant Head Teacher and Deputy Safeguarding Lead.

Laura King is mainly available in school on Tuesday, Wednesday and Thursday on 01303 844286 or call the school office where you will be able to make an appointment at the next available convenient time. Alternatively, she can be contacted via her email lking@selsted.kent.sch.uk and is always happy to discuss any parental queries or concerns.

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 the following awareness training:
Child Protection

In addition the following teachers have received the following enhanced and specialist training:
Little Wandle SSP: All staff members.
ASD training: All staff.
Boxall profile: A Woodgate, L King
Nurture UK Principles

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: through STLS, Educational Psychologists, Speech and language therapists, occupational therapists, and physiotherapists. The cost of training is covered by the notional SEND funding.

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 SEND 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.

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

All parents of pupils at Selsted are invited to discuss the progress of their children on at least three occasions a year. They are invited to parent consultations in three terms and have written reports in three. In addition, parents of pupils with SEND are invited in, in terms 2, 4 and 6 to review progress and provision and discuss next steps. They are then given the opportunity to meet with the class teacher following this report, should they wish. 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 on a Whole School Provision Map or Individual provision plans/Personalised Plans which will be shared with parents three times per year.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help

us to address these needs. 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 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.

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.

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 Selsted 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 SENDCo/Assistant Head or Head teacher can be arranged 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.

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
- 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 NAS, SENCO forum, NASEND 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.
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

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 Selsted, 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 a seamless as possible. Description of arrangements for seeking information from PVI setting to Primary/Infant, or Infant to Junior, or Junior/Primary to Secondary.

We also contribute information to a pupils' onward destination by providing information to the next setting. Description of arrangements for providing information to junior school, secondary school, FE college, apprenticeship provider etc

Information on where the local authority's local offer is published.
The local authority's local offer is published on Selsted and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on