



Birchington CE Primary School

Special Educational Needs & Disabilities (SEND) Policy

LEARNING AND GROWING: SAFE IN GOD'S LOVE

Our Christian Vision:

To strive to ensure everyone in our happy, inclusive school flourishes and feels valued and safe. Our peaceful learning environment and aspirational curriculum enables everyone to grow from their unique starting point, giving them a hopeful future. Following Jesus' example, we forgive, respect, love and care for everyone.

Our Christian Vision and School Values of peace, hope, forgiveness, love and respect impacts the approach our school takes towards all pupils, staff and visitors to our school.

Implementation of our School SEND Policy

The kinds of SEND provision at our school:

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and Interaction difficulties, for example, Autism, Speech and Language difficulties including Language Delay, Verbal Dyspraxia and Development Language Disorder
- Cognition and Learning, for example, mild to moderate learning difficulties and Specific Learning Difficulties (SPLD), for example, Dyslexia, Irlen Syndrome, Dyscalculia and Global Delay
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder
- Sensory and/or Physical Needs, for example, physical disabilities, visual impairments, hearing impairments, processing difficulties, hypermobility, Dyspraxia

Identifying Pupils with SEND and Assessing their Needs:

At Birchington CE 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, for example Year 1 phonics screening, Year 4 times table check, Year 5 CAT tests, KS2 SATs, Speech Link, Language Link, Spelling Age, Reading Age, Leuven Scale of Involvement and our school **NTS** Assessment system.

Where progress is not sufficient, even if Special Educational Needs have not been identified, we put in place extra targeted/specialist support or provision to enable the pupil to catch up. Some examples of extra support are; group interventions, pre-teaching and post-teaching, individual interventions, boosting sessions, counselling, Speech and Language support, social communication groups, emotional understanding groups, Zones of Regulation, Nurture, additional reading/spelling support, Clever Hands, Fizzy, Sensory Circuit, Heavy Play, Autism Bucket, Language Through Colour, Life Skills, **Memory Skills, Behaviour Communication** etc. Those children who are requiring additional support but are not on the SEND Audit will be added to the On Alert List.

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 and carers, we will use a range assessment tools to determine the cause of the learning difficulty. At Birchington CE Primary School we are experienced in using the following assessment tools; Speech Link, Language Link, Dyscalculia Toolkit, Leuven Scale for Involvement, Language for Learning, **Literacy Gold**, EAL assessment. We also have access to external advisors (Specialist Teachers, Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists) through referral and the Community of Schools who are able to use a variety of additional assessment tools.

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 and carers, put into a SEND provision plan, reviewed regularly and refined or revised as necessary.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents and carers. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. At this point we will have identified whether 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. However, slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Progress is not limited to academic areas. Within Birchington CE Primary School, we also monitor areas of learning such as social needs and development. Similarly, to the areas listed above, we will follow the same process of assessing development, monitoring progress and planning for targeted support when necessary. When this is not successful, we will utilise outside expertise, initially through the Community of Schools group and sometimes by accessing outside agencies such as Home Start/Early Help, the School Nursing Service or Counselling Services.

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 changes, parents and carers 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.

The person responsible for monitoring all of this is our Inclusion Leader - Mrs K Downs. Contact can be made via the school number 01843 841046 or via email: aen@birchington.kent.sch.uk

Consulting and Involving Pupils and Parents and Carers:

All parents and carers of pupils at Birchington CE Primary School are invited to discuss the progress of their children on 2 occasions per academic year through formal Parent/Carer meeting and also receive termly achievement cards in Term 2 and Term 4 and a formal report in Term 6 per year. When children are receiving additional support (SEND), teachers will discuss the additional provision which is being provided with parents and carers at these meetings. Parents and carers are invited to come and discuss this provision and their child's Personal Plan, Behaviour Support Plan and/or Risk Assessment with class teacher and/or Inclusion Leader at additional times if they wish as we are always happy to arrange meetings outside these times and actively encourage parents and carers to come in and meet with the Inclusion Leader to discuss concerns or provision and be a part of the whole process.

At this time, contact will may be made via telephone, email, TEAMS meeting, or face to face meetings.

Where concerns are raised regarding progress in any aspect relating to the child, we will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents and carers concern and aspirations for their child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Following this, we will also contact parents and carers 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. Parents and carers can contribute to assessment, planning and review if applicable.

In addition to this, parents and carers of pupils with an Education, Health and Care Plan (EHCP) 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 and carers. The child is at the heart of this process and so they will be included in the process, including recording their views and aspirations and attendance at the EHCP Review, if appropriate to their age and abilities. The EHCP targets will also be reviewed in 3 meetings a year with the Inclusion Leader.

Assessing and Reviewing Pupils' Progress Towards Outcomes:

Every pupil in the school has their progress formally tracked three times per year and Pupil Progress and Data Discussion Meetings are held between class teachers, the Headteacher, Inclusion Leader and Pastoral Manager. During Pupil Progress Meetings and Data Discussions, pupils making inadequate progress are identified, barriers to learning are discussed and targeted/specialist support and interventions are considered and planned for. In addition to this, pupils with special educational needs may have more frequent assessments. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

The school also meets three times per year to review attendance and pupil well-being.

If these assessments do not show adequate progress is being made the SEND provision plan will be reviewed and adjusted. To do this we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Inclusion Leader to discuss the pupil's needs. These discussions will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' or TA assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents and carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, this will be done 3 times a year with parent/carer input.

Supporting Pupils Moving Between Phases and Preparing for Adulthood:

At Birchington CE Primary School 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 will offer an in-school meeting with parents and carers, to gain additional information for the parents and carers and the child. Children will also be given the opportunity to participate in 'settling in' sessions to gain familiarity and during this time the class teacher and Inclusion Leader will assess any provision that may need to be put in place in preparation for their arrival in September, these are our 'Rising 5's' sessions. This will all be done with the full involvement of parents and carers. We do this because we firmly believe that the smoothest transitions happen as part of a partnership where everyone, adults and children, feel happy, safe and at ease. Where children join the school mid-year and the child has SEND, meetings will be held with both parents/carers and pupils, if possible, to establish any provision which will need to be implemented.

Transitions are carefully planned for all children at Birchington CE Primary School as they move from year to year, phase to phase and from one school to the next. Where a high level of support is in place, careful transitions are planned for. For some children transitions can pose specific problems in themselves and personalised arrangements can be made to support children to ensure smooth and successful transitions both within and between schools, this may require part-time schooling plans.

We also contribute information to a pupils' onward destination by providing information to the next setting. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and carers and pupils which information will be shared as part of this. In addition to sharing information, we encourage secondary schools to visit Birchington CE Primary School to meet with the Inclusion Leader to discuss pupils in full. Additionally, this gives them the opportunity to meet with the pupils where they feel comfortable and confident. We involve the children in all transition plans that are formulated. Often this includes additional visit days and the opportunity to take photos of the new environment and staff. The Inclusion Leader attends an extended, bespoke transition event organised by the

Community of Schools, once a year in the Summer Term in order that SEND transition is fully discussed for Year 6 pupils.

Our Approach to Teaching Pupils With SEND:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. 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 in the SEN Code of Practice.

In Birchington CE Primary School the quality of teaching is judged to be good in the last OFSTED inspection. (Please see website for full report).

We are supported by 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., precision teaching, mentoring, pre-teaching, post-teaching small group teaching and use of ICT software learning packages. WE also have a SEND TA who supports in 'The Meadow', an area where children access a variety of provisions and develop their independence so that they can access the classroom full time.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Adaptations to the Curriculum and Learning Environment:

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Ensuring all pupils have the opportunity to broaden and deepen their understanding of key Concepts, Skills and Knowledge.
- Adapting the learning, our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key learning areas, reading instructions aloud, etc.
- Using visuals as much as possible to ensure all children can access their learning and the school environment

At Birchington CE Primary School, as well as following the Mainstream Core Standards provided by Kent, 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 (EHCP). Teaching is adapted and personalised to enable children to access learning. Sometimes this means children will be taught from a programme of study which is different to their year group. The aim is always to secure children's next steps in learning, to improve rates of progress and to close the attainment gap.

Classrooms can be configured to meet identified needs for example where children need a designated calming space or a work station. The school building has been made wheelchair

accessible through the addition of a lift and evacuation chairs in the Rossetti Building, ramps and disabled toilets. The school accepts its responsibility to prepare for pupils who may have a wide range of difficulties and disabilities and to make reasonable adjustments.

Additional Support for Learning:

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. 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.

Teachers and TAs have undergone a variety of training. Training expertise includes, but is not limited to, the following:

The Mainstream Core Standards advice, Autism, Autism Education Trust Training, ADHD, Anxiety, Dyslexia, Irlen Syndrome, Safer Handling, Mental Health First Aid, Makaton, Communication Boards, Nurture and Attachment Disorder, Dyscalculia, De-escalation, The Whole Child, Neuroscience, Tourette's, Attendance, Grief, Loss and Bereavement, Speech and Language, closing the gap in children's attainment (PP), Transition, Lego Therapy, Sensory Impairment and Sensory Circuits, PACE and VRF techniques, supporting the learning in the foundation subjects, Blooms Taxonomy, **Widget, Emotional Check-ins, Nurture Structure Highway, TEACCH, Adaptive Teaching and Learning, The TA Role, Positive Behaviour Strategies, Literacy Gold, Interventions, GEPs, Mainstream Core Standards, Adapting Learning, Reading Records, Safeguarding and covering key areas of the National Curriculum.**

Where a training need is identified beyond this, we will find a provider who is able to deliver it or allow a member of staff to attend a course and train others. Training providers we can approach are: Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teachers etc. The cost of training is covered by SEND funding within the school budget.

Expertise and Training of Staff:

Our Inclusion Leader, Katie Downs, has 23 years teaching experience in East Kent. We have a team of teaching assistants which include both full time and part time and attend external and in-house training courses to keep their skills and knowledge up to date and to ensure that they can meet the needs of the pupils.

Securing Equipment and Facilities:

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

In addition, we have engaged with the following agencies: -

The Community of Schools group with access to our Professional Resource Group with link Speech and Language Therapist, specialist Teacher, Educational Psychologist, Health Navigator and Attendance Officer.

Access to the local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupils with requirements for direct therapy or advice

Professional networks for Inclusion Leaders, SENCOs e.g. National Autistic Society, SENCO Forum, NASEN etc.

Evaluating the Effectiveness of SEND Provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the Inclusion Leader
- Using Provision Maps to measure progress, quality assuring these 3 times a year
- Holding annual reviews for pupils with EHCPs

Review of progress is a collaborative process which includes support staff, class teachers, parents and carers and the child. Reviews may also involve any external professionals involved in setting targets and delivering or offering advice on support, such as a Speech and Language Therapist or Specialist Teacher. Provision will be set out in the year group/class Provision Map or on an Education Health and Care Plan (EHCP)

At each review we aim to see that children are meeting their next steps targets and are making good progress within national curriculum expectations in relation to their starting points. A range of formal and informal assessments can be used to evidence and evaluate progress alongside teacher judgments and observations.

The SEN Code of Practice 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 EHCP there will be an annual review of the provision made for the child, which will enable further evaluation of the effectiveness of the special provision. The evaluations of effectiveness of interventions and SEND provision will be reported to the Governing Body.

Birchington CE Primary School enable pupils with SEND to engage in activities available to those in the school who do not have SEND. All clubs, trips and activities offered to pupils at Birchington CE Primary School are available to all pupils regardless of need. Where 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. All pupils are encouraged to go on our school trips and encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Please see our school Accessibility & Equality Plan and Policy for more specific information.

Support for Improving Emotional and Social Development:

The school's approach is pre-emptive, recognising that there is rising concern about the mental health of young people in the wider society. We have sought to address this need through continued focus on children's emotional well-being. Support can be offered at a number of different levels but high importance is placed on early recognition, a high level of awareness and simple but effective low-level strategies as a first line of response.

Staff have been trained in Mental Health First Aid and Nurture training and our Parent Support Advisor, Sarah Cooper, and Child Support Advisor, Ellie Chapman, are trained adult and child counsellors. We ensure to raise awareness of a wide range of emotional and social issues and to gain practical advice in supporting the mental health and well-being of all pupils as a first line of support as well as those who may have identified needs in this area.

Parents and carers are encouraged to liaise closely with school staff over their children's emotional well-being. It is important for parents and carers to recognise that when there are changes in children's circumstances outside of school, even when these are minor and temporary, that this can result in differences in children's ability to concentrate and learn in school. Parents and carers are encouraged to notify the school as soon as possible about any changes and this information will be treated with appropriate discretion by school staff.

Pupils are also supported through direct teaching for instance PSHE and Circle time and through specific initiatives such as anti-bullying activities. Pupils are supported indirectly with every conversation they have with adults throughout the day.

Support staff are also trained to provide specific intervention training to support Social Emotional and Mental Health (SEMH); such as Zones of Regulation or social communication groups. For some pupils with the most need for help we can also access external agency support through Early Help; Early Help intervention workers can offer 1:1 support to children and their families and children can also be referred to Young Healthy Minds (through Early Help) who offer focused counselling support for a specific number of sessions. Where children's emotional needs are such that they are in significant danger of hurting themselves or others then a referral to the Children and Young Person's Mental Health (CAYPMHS) - formerly CAMHS, can be made.

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.

Working with other agencies: -

As a school, to ensure that we give children and families the best possible provision and support, we currently access (but are not limited to):

- Membership of Community of School for access to the Specialist Teaching and Learning Service and also includes representation from the Education Psychology Service, Mainstream Speech and Language Therapy Service, KCC SEND Placement and Provision Office and Early Help advice
- 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 Service/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.
- Outreach Services from specialist schools
- AEN updates and Inclusion Forum meetings
- Schools Health Team
- Emotional Well-being Service and Emotional Based Schools Avoidance (EBSA) Support
- Early Help and Preventative Team
- Staff member trained in Irlen Screening & PHAB testing

Complaints about SEND Provision:

The normal arrangements for the treatment of complaints at Birchington CE Primary School are used for complaints about provision made for special educational needs. We ask parents and carers to discuss their concerns with the class teacher or Phase Leader, Inclusion Leader and then Headteacher to resolve the issue before making the complaint formal to 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. The parents or carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

There are some circumstances, usually for children who have a Statement of SEND where there is a statutory right for parents or carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

SEND: Storing and Managing Information

The school complies with General Data Protection Regulations (GDPR) – March 2018. The school uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance. All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.

The Inclusion Leader understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)

Explicit consent is always sought from parents/carers for the following:

- Involvement of outside professionals to observe/assess or work with their child e.g., Educational Psychologist; Speech & Language Therapist; DSEN Specialists.
- Inclusion in the school's award-winning Well-Being Programme e.g., 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy

The Inclusion Leader ensures that all sensitive personal information, about individual pupils and/or their families, e.g., their SEND file, is stored securely and is not freely accessible. Information is also stored using CPOMs. The Inclusion Leader ensures that any documents with sensitive personal information about individual pupils and their families that need to be

shared with other professionals outside the school are sent through password protected, secure emails.

When a pupil with SEND moves to another school, their SEND files and CPOMs information are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school or transferred electronically. If this is not possible, the files are sent by recorded delivery post. Should the Inclusion Leader not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school. The Inclusion Leader ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding e.g., medical needs such as allergies, in which case, explicit consent is gained.

Contact Details of Support Services for Parents and Carers of Pupils with SEND:

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 support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents and carers, 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

Contacts for Raising Concerns:

Mrs Louise Wilson – Headteacher

Mr J Forwood – Deputy Headteacher

Mrs K Downs – Inclusion Leader

All of the above can be contacted on: 01843 841046 or via email on business.manager@birchington.kent.sch.uk. We would always actively encourage anyone with concerns to contact the school in person as soon as possible so that any issues can be addressed in the timeliest way.

Headteacher/Inclusion Leader/Governing Body: September 2026

To be reviewed in September 2027