GREEEN PARK COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disability *Policy*

Every child. Every opportunity.
Achieving together.

Reviewed: September 2026

Next Review: September 2027

A special educational need is defined as:

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

'Disability: Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

(https://www\.gov.uk/government/publications/send-code-of-practice-0-to-25)

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- 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
- School Admissions Code 2021
- School Information (England) Regulations 2008, as amended
- Special Educational Needs and Disability Regulations 2014, as amended

Rationale

This document is a statement of the aims, principles and strategies for children with Special Educational Needs at Green Park Community Primary School.

local authority guidance and DfE code of practice have been taken into consideration in the formulation of this policy.

This document provides a framework for the identification of and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and are confidently committed to the agreed strategies.

The Code of practice from the DfE offers guidance on the content of any school's SEND policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice.

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 or disability if they:

-have a significantly greater difficulty in learning than the majority of others of the same age, or

-have 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made for other children or young people of the same age by mainstream schools.

Many children and young people who have SEND may 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 realize: ‘long-term’ is defined as ‘a year or more’ and substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Green Park Primary School.

Kent County Council guidance and ‘SEND Code of Practice: 0 to 25 years’ (current version, updated September 2024) have been taken into consideration in formulating this policy.

This document provides a framework for the identification of and provision for children with special educational needs.

The Named Person

The named person responsible for co-ordinating learning support at Green Park School is Rachel Guy (SENCO), contact- 01304 822663

rachel.guy@greenpark.kent.sch.uk

The school will ensure that the SENCO meets the current statutory qualification requirements. From 1 September 2024, the National Professional Qualification (NPQ) for SENCOs is the mandatory qualification for SENCOs who are required to undertake the qualification, normally to be completed within three years of appointment. SENCOs who already hold the NASENCO, or who fall within the relevant statutory exemptions, are not required to complete the NPQ.

Aims

Our aims for SEN are to:

- identify all children who need special consideration to support their physical, social, emotional or intellectual development
- ensure that children are given appropriate support to allow every child full access to the National Curriculum in a positive framework
- ensure that children are included in all school activities where possible; for some activities, risk assessment will be undertaken to ensure the health and safety of all pupils
- involve parents and children (where appropriate) in developing a partnership of support, enabling them to have confidence in the strategy adopted by the school

Definition of Special Educational Provision:

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help pupils and young people with SEN or disabilities to access the National Curriculum at school. (CoP 2014)

It is advised that this policy is read in conjunction with the following documents which are accessible through the school website or school office:

LA Local Offer

SEN Information Report

The SEN Information Report is published on the school website, updated annually, and updated during the year where information changes.

School Improvement Plan

School Accessibility Plan

School Disability and Equality Policy

Intimate Care Policy

Equal Opportunities Policy

Positive Handling Policy

Behaviour Policy

Safeguarding Policy

Supporting Pupils with Medical Conditions

Confidentiality Policy

Complaints Policy

Bullying Policy

\At Green Park ‘Special Educational Need and/or Disabilities will be referred to as SEND.\

Principles and Objectives of Learning Support Policy

The fundamental principles set down in the Code are in agreement with those already established in Kent’s own related processes and procedures in line with Kent Policy and our own mission statement, we seek:

- to provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs
- to show an understanding that supporting difficulties in learning and/or behaviour is part of a high-quality mainstream education service (Quality first teaching)
- to be aware that any pupil at some time in their education may have special educational needs
- to promote self-worth and enthusiasm by encouraging independent learning at all age levels
- to be aware that every child is entitled to a sense of achievement
- to identify pupils as early as possible who will need extra resources and/or teaching help within their school career
- to work in partnership with the child's parents/carers and other external professional agencies to provide for the child's individual educational needs

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- A commitment to a partnership approach to provision.

The Role of the Governing Body

The Governor responsible for the oversight of the school's special needs provision is Nigel Collins.

The governing body, in co-operation with the Head Teacher, determines the school's general policy and approach to the provision for children with SEND, establishes the appropriate staffing and funding

arrangements, and maintains a general oversight of the school's work by data analysis, observation and discussion with the school staff and pupils.

The Management Team (governors, head teacher and senior staff) work towards the school's aims by:

- taking responsibility for devising and implementing this SEND Policy through widespread consultation
- monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- establishing appropriate staff and funding arrangements

The Head teacher Works Towards the School's Aims by:

- overseeing provision for children with special educational needs
- keeping the governing body fully informed
- working closely with the SENCO to co-ordinate and evaluate provision

The SENCO is Responsible for:

- Daily implementation of the school SEND & AEN Policies
- Advising the staff on SEND matters
- Updating the SEND Register on a regular basis
- Maintaining the records of SEND pupils
- Attending the termly LIFT meetings
- Liaison with parents/ carers, shared with the SLT
- Liaison with external agencies
- Regularly updating SEND provision maps and provision plans
- Organising staffing and provision of intervention groups and evaluate these
- Ordering of specialist equipment to help SEND & AEN children to access the Foundation Stage and National Curriculum
- Attending EH meetings
- Attending and holding PEP review meetings, discuss children's outcomes
- Attending and holding EHCP review meetings, discuss children's outcomes
- Coordinating any intervention or support for your child.
- Liaising with other people who are coming into school to support your child.
- Providing specialist support for teachers and support staff in the school.
- Referring children to outside agencies when necessary
- Organising training for staff
- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring arrangements for supporting children who are looked after by the local authority and have SEND
- Ensuring parents/carers are:

-involved in supporting your child's learning.

-kept informed about your child's learning.

-involved in reviewing how your child is doing. (Discuss children's outcomes)

-well-informed about the provision for your child and that you are invited to regular review meetings where you can discuss progress.

Key Targets for School Improvement

- Plan with Leaders of Learning and SENDCO how continuous provision could be used for children working significantly below their peers as part of small-group provision.
- Train staff in CP so that there is a shared understanding of the pedagogy and purpose linked with the provision changes.
- Analyse data and experiences so that provision can be adjusted to ensure all pupils make good progress.
- For pupils that do not pass the screening, provide additional support and analyse how these pupils can be best helped to make progress in reading and writing.
- Set up small group sessions in Forest school for targeted pupils
- Ensure specific children have a safe space and an appointed adult to support them.
- Ensure we have ways of showing progress for high needs SEND pupils that relates directly to their needs and demonstrates the objectives they are learning.
- Work with local schools about how the Engagement Model is used in our setting.
- Support children struggling with their behaviour, creating a nurture facility that can be used as part of a long-term plan for inclusion.

Specialisms

- Speech & Language teacher: Catherine Smith, Leanne Reynolds, Sarah Harrison and Emma Hopkins
- Speech & Language assistant: Tina Reed, Sally Knewham, Sam Daniels, Kayleigh Daniels, Gemma Parnham and Nina Myer
- Autism and the Autistic Spectrum: Emma Hopkins, Sam Male, Lynne Latham, Leanne Reynolds, Maria Harrison and Matthew Carpenter. All staff have received some training.
- Paediatric moving and handling: Sarah Harrison, and Nina Mayer, Lindsey Kinnon, Racheal McGregor and Katrina Hayes
- Communication Aids: Tracy Crofts, Sarah Harrison, Leanne Reynolds, Emma Hopkins, Catherine Smith, Nina Myer, Lucy Vokes, Gemma Parnham, Beth Licence, Jackie Hunter and Maria Harrison
- Makaton sign and communication: Sarah Harrison, Leanne Reynolds, Catherine Smith, Gemma Parnham, Charlotte Curtis and Matthew Carpenter
- Bereavement and pupil pastoral and social development: Beth License, Maria Harrison, and Lynne Latham.
- Phonics Specialist: Leanne Reynolds, Matthew Carpenter, Catherine Smith and Michelle Neal
- Better Reading Partnership: Nina Myer and Maria Harrison. Whole school has had training.
- Maths: Matthew Carpenter
- English: Michelle Neal and Catherine Smith
- PSHE: Michele Barnes and Katie Horne
- CP: Leanne Reynolds
- SEND: Maria Harrison and Rachel Guy
- Sports: Joe Bunyard, Kevin Husk and Katie Turrell
- Science: Katie Turrell
- Languages: Olivia Hanson
- RE: Olivia Hanson
- Music: Richard Hawkins, Tom McCaig and Rachel Guy

- SEMH: Rachel Guy, Lynne Latham, Claire Easterfield, Kevin Husk, Chantal Hurn and Maria Harrison, all staff have received training.
- ADHD and anger management: Maria Harrison. Whole school has had training.
- Positive Handling: Maria Harrison, Claire Easterfield, Emma Hopkins, Rachel McGregor, Lynne Latham, Sam Male, Matt Carpenter, Sam Daniels, Gemma Parnham, Jackie Hunter, Leanne Reynolds, Katrina Hayes, Kayleigh Barnes, Beth Licence, Michele Barnes and Kevin Husk.
- Thrive: Maria Harrison, Leanne Reynolds, all staff have had in house training
- Mental Health Champion: Lynne Latham and Richard Hawkins
- Play therapist: Lynne Latham

Strategic Management

The purpose of strategic management is to ensure that each child should realise their maximum potential in a caring supportive environment which provides equal opportunities. Consequently they are always challenged.

All pupils have individual needs. Many of these can be met within the normal environment of the classroom through a differentiated curriculum. A bespoke curriculum can be timetabled and planned for when needed.

Admissions

Children who meet the admission criteria will be admitted to school and the appropriate level of facilities will be made available to meet their individual needs. This policy will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the behaviour policy.

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Resource Allocation

Resources are allocated for special needs by the finance committee of the governing body. The SENCO in consultation with the Head teacher is responsible for the use of these resources and the deployment of the designated support staff.

The allocation of support times to pupils is calculated on a need led basis.

The school and teaching staff are required to make full use of available classroom and school resources which are updated and restocked on a regular basis in order to meet the changing needs of individual pupils and methodology. There are special needs resource areas located in the school.

Identification

Children are referred to the SENCO by the class teacher or other staff, and the child's previous school. The class teacher will raise initial concerns with parents. Once a school referral has been made and extra support (above and beyond normal practise), the SENCO will place the child on the SEN register at the appropriate level that matches the level descriptors from the county guidelines. A current provision map is used to collate information on the difficulties or characteristics that contribute to the child's special educational need, with reference to the following descriptors:

- Learning
- Physical/Sensory
- Social emotional and mental health
- Communication and interaction

On the basis of this profile, the SENCO will identify the appropriate SEN provision or referral for the child and discuss with the child (where appropriate), parents/ carers and the class teacher how best to help the child.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Green Park staff provide 'Quality First' teaching for all pupils – pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from SEND Support staff or specialist staff.

Class and support staff make regular assessments of progress for all pupils. Pupils making less than expected progress will be identified. Less than expected progress can be characterised by progress which given a pupils age and circumstances:

-is significantly slower than that of their peers starting from the same baseline

-fails to match or better the pupil's previous rate of progress

-fails to close the attainment gap between the pupil and their peers

-widens the attainment gap

-inadequate progress in areas other than attainment – social or emotional needs.

Pupil Progress Meetings are held termly between Class Teachers and Leaders. Any SEND concerns are raised with the SENCo. The first response when progress is a concern is high quality class teaching targeted at the pupil's areas of weakness. Phase Leaders will put in to place targeted differentiation, extra teaching or other rigorous interventions designed to secure better progress.

Where progress continues to be less than expected the Class Teacher, Phase Leader, Subject Leader and SENCo, will assess whether the pupil has SEND. If SEND is identified this will be shared with parents and the pupil will be added to our SEN register.

Green Park includes effective identification, assessment and record keeping, which are essential in order to:

-Ensure continuity of response during times of transition – across classes or Key Stages.

-provide the school with information about areas where the curriculum or teaching approaches may be creating difficulty for some pupils

-ensure parents are informed as early as possible

-advise parents and make them aware of suitable strategies that will help them to support their pupil's learning at home.

Assess, Plan, Do and Review (APDR)

The 'assess, plan, do, review' cycle (ADPR) is incorporated into SEN provision through formative assessment on a day-to-day basis and through more formal reviews of pupil progress and progress towards support plan targets. These are discussed with parents/carers in regular meetings as well as on a more informal basis through our open door policy.

Parents/carers and pupils are involved in the ADPR cycle through both informal and formal meetings. There are regular opportunities for parents to discuss progress informally with the class teacher and formal opportunities in SEND review meetings and parents evenings. Children's targets and progress are discussed with them at an appropriate level. Children know what they are working on and are involved in evaluating and celebrating their successes

Special needs are identified within Green Park using a variety of methods including:

-Classroom observations

-Analysis of the pupil's work

-Various assessments - school, medical and health, specialist inclusion services

-Analysis of Individual Trackers

-Talking with parents

-Pupil Progress Meetings

-Continuous teacher assessment.

The four broad areas of need as defined in the Code of Practice 2014 are:

• Communication and Interaction

• Cognition and Learning

• Social, Emotional and Mental Health

• Sensory and/or Physical needs

Communication and Interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, are likely to have particular difficulties with social interaction.

The children are supported through a range of interventions, including speech link, Language link, language through colour, pre-teaching, bespoke S&L interventions, support from SALT, visual resources, Makaton etc.

Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

The children are supported through a range of interventions, including a bespoke curriculum, visual resources, support from STLS, Pixl, Lexia, same day interventions, small group work etc.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

The children are supported through a range of interventions, including nurture intervention groups, breakfast clubs, play therapy, Thrive, small group work, talk time, lunch time support, support from STLS and CYPMHS, social skill groups, social stories, group work support etc.

Sensory and/or Physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

The children are supported through a range of interventions, including fizzy, clever hands, sensory circuits, access to all areas of the school via lifts, physio etc.

Providing Curriculum Access and Inclusion

- Ensuring that all pupils with SEN join in all the activities of the school as far as this is reasonably practical
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the Teaching and Learning Policy of school
- A bespoke curriculum can be offered
- A range of environments will be offered to children to ensure they are able to access their learning. We are able to offer small working environments, quiet spaces, for interventions, play therapy and visual resources throughout the day. We are able to adapt the environment to meet the individual needs of all children.
- Environments and lessons will be adapted to ensure SEND children are able to engage in activities available to children who do not have SEND. This may be done through quality first teaching, use of a range of resources, visual aids, physical aids, extra adult support, allowing extra processing time, allowing for different outcomes of the activity, and lots more. Where this is not possible further support will be requested.
- Following the provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools. This information can be found in the Mainstream Core standards: https://www.kelsi.org.uk/special-education-needs/special-educational-needs/send-documents/the-mainstream-core-standards
- Refer to the inclusion statement: https://www\.kelsi.org.uk/__data/assets/pdf_file/0003/117174/SEN-Inclusion-Statement.pdf
- Refer to subject policies for further information

Where appropriate this may involve:

- Liaison with other schools
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of a Provision Plan which breaks learning down into steps manageable by the particular child
- A PSP/BSP aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his/her chronological age does not match the rest of the group. Such a move would be exceptional, for example, when a child is functioning academically, significantly below the level of his peers, or when a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents and the views of an educational psychologist would be sought.

Strategies

Suitably differentiated work both in teacher delivery and pupil outcome in order to facilitate full and equal access to the curriculum:

working in a variety of groups

providing opportunities for success

- Pupils should be involved in planning their own learning through self-assessment and target setting
- Green Park interventions include:

-SALT sessions, Language link, language through colour, Pre-teaching, Lexia, Small group work, same day catch up interventions, toileting support, emotional support, nurture interventions, EAL support, Phonics catch up, memory groups, attention bucket, word play, daily reading, clever hands, motor skills, fizzy, sensory circuits, forest school, pastoral support and play therapy. This is a short list of the extensive interventions that we are able to offer children. We are reactive to the children's needs, therefore the list is ever changing.

Provision Plans

Provision Plans are issued for children whose individual differences are additional to, or different from the average needs of their peers. This document is required for children on the SEND Register as part of SEN Support as well as being used to support speech and language provision. The child (where appropriate), parents/ carers and the class teacher and SENCO identify at least two targets according to the needs of the child. The Provision Plan is implemented by the class teacher, teaching assistant, intervention staff, parents and outside agencies (if involved). The Provision Plan requires that:

- Records are kept of the work undertaken by the child, and the progress made
- Every second term reviews are undertaken where we are able to discuss the child's progress in different areas and their outcomes
- Changes in need, or additional concerns, are discussed at the school-based reviews
- Additional annual reviews, with parents in attendance, are held for children with an education and health care plan.
- The plans and progress are regularly evaluated

Parents are kept informed of all discussions and decisions concerning their child. They are invited to attend meetings with the class teacher and SENCO and can make additional appointments at any time.

Monitoring

The class teacher has identified a concern which has continued for a few weeks. This concern has been noted and will be monitored by the class teacher and the classroom teaching assistant. The teacher will decide whether the concern warrants a formal or informal discussion with the pupil's parents/carers about their observations. This is recommended. Some additional in class support is carried out for an interim measure.

School

The pupil at School is catered for within the resources of the mainstream school. Needs are largely related to curriculum differentiation. Support is normally provided through the school's SEND policy, pastoral support system and the school's SEND funding arrangements and, where applicable, high-needs funding. Needs are viewed as individual differences.

Education, Health and Care Plans (EHCPs)

The pupil at this level of need will have a combination of significant difficulties which constitute severe learning needs. These may be met in a variety of ways, for example, mainstream, unit, and full-time or part-time special school placement. The pupil's SEND is characterised by major factors outside of the direct control of the classroom teacher and require well-coordinated oversight.

Pupils receive an EHCP with objectives and strategies written by a local authority that must be fulfilled by the school. The statement of provision and effectiveness of support is reviewed by the authority, school, parents, pupil (where possible) and relevant external specialists.

Complaints

In case of complaint regarding special needs provision, the procedure outlined in the school's complaints policy will be followed.

(There is a booklet available for parents called ‘A Parent’s Guide to Special Needs Process.’ Contact Partnership with Parents).

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SEND INSET

(In-service education and training)

- The SENCO will attend appropriate courses and conferences as they arise
- The SENCO will attend regular meetings for SENCOs arranged by the Kent County Council SEND advisory service
- Other teachers and learning support assistants will attend SEND courses which aid their professional development and have a particular bearing on children they are supporting
- Weekly staff meetings will deal with any matters arising from the previous week, minutes will be taken
- In-house staff training during inset days for specific training needs - this may involve visiting external specialist, e.g. Behavioural Adviser

External Agencies

Parental consent will always be required before the school consults an external agency for advice and involvement for the child. The school has regular liaison with, and support from, the external agencies listed below. People representing these agencies are invited to attend the School Based Reviews of additional and special needs when their service is relevant to school and pupil needs. They are invited to take part in working parties and school improvement incentives as appropriate and taking consideration of their time allocation to the school.

Educational Psychologist

The educational psychologist attends LIFT to offer advice, and if necessary will be called upon by the school to assess any child who may require further intervention.

Specialist Teacher Service for Behaviour

This service provides training support for staff, they may carry out pupil observations with a view to giving class teacher support in differentiation or behaviour management strategies. They may work with the SENCO on school based improvement projects. The SENCO makes a pupil referral having received written consent from a parent.

Kent County Language Support Service (KCLSS)

This service is available to pupils for whom English is not their home language.

STLS for Cognition and Learning

The C & L Support Service are able to advise and provide programmes for children with more specific difficulties. They also provide training support for staff, they may carry out pupil observations with a view to giving class teacher support in differentiation strategies, and work with the SENCO on school based improvement projects. The SENCO makes a pupil referral having received written consent from a parent and child (where appropriate).

STLS for SEMH

The SEMH support service are able to advise and provide programmes for children with more specific difficulties. They also provide training support for staff, they may carry out pupil observations with a view to giving class teacher support in differentiation strategies, and work with the SENCO on school based improvement projects. The SENCO makes a pupil referral having received written consent from a parent and child (where appropriate).

STLS for the Visually Impaired

A teacher from this service visits the school regularly to monitor any child with a visual impairment.

STLS for the Hearing Impaired

This service is used when appropriate.

The School Nurse

The school nurse visits the school when requested and annually for EYFS and years six. The school nurse is also able to give bespoke training.

Paediatrician

The local consultant paediatrician will examine all referrals and notify the school of any medical diagnosis.

Speech and Language Therapist

The school has an allocated Link Speech and Language Therapist as part of the Balanced System. Any child with S&L needs can be discussed by the SENCO and S&L specialist teacher at regular meetings, where provision will be agreed and monitored. The Link Therapists consult with the SENCO to review and update programmes and give advice on specific resources, strategies and school improvement issues.

Occupational Therapist

This service is provided following a referral by the school.

Physiotherapist

The paediatric physiotherapist visits the school to provide programmes of activities for children with gross/fine motor skill difficulties. The children's progress is then monitored by this service. Strategies and provision will be part of the pupils' Provision Plan.

Audiology Service

This service is used when the school is concerned that a child with learning difficulties is experiencing a fluctuating hearing loss and when more detailed information about the child's hearing is required.

Social Services

This service is consulted in line with the school's Child Protection Policy. Review meetings regularly take place to monitor the child's holistic development: social, emotional, pastoral and welfare in line with our aim to conduct joined up provision across services.

Child & Adolescent Mental Health Care Services (CYPMHS)

CYPMHS- the SENCO is able to make referrals to this agency once concerns are agreed and identified with the parents collaborating with the school. The school liaises with this agency and supports any work taking place with the family and pupil. This is to effectively maximise the impact of any therapeutic programmes through consultation.

Physical Disability Advisory Specialist Teacher

The school consults with the nominated adviser through the Head teacher and SENCO.

Out Reach Support from Local Special Schools

Elms School, Laleham Gap, Beacon, Aspen

Partnership with Parents

- We ensure that all parents are aware of the school's arrangements for SEND by providing opportunities for formal meetings, informal discussions, by letter and by outlining these arrangements in the school brochure
- We inform parents when a child is placed on the SEND register and offer an opportunity to discuss the child's needs and the approaches used to address them. Suggestions for parental support will be shared at this time and regular updating and review meetings will be organised
- Parents are invited to attend meetings twice a year with the class teacher and SENCO
- Parents' views are incorporated into the assessment and review of their child's targets
- We value the parents' wishes for the children as paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school will work to achieve a compromise position acceptable to all

Liaison with Other Schools

- The reception class teacher, leader and SENCo attends a transition event in term six to meet with the nursery and playgroup teachers for discussion of all children including those with SEND before they enter the reception class
- All children take part in a range of transition activities throughout term six, in order to prepare them for future changes
- Targets are set as early as possible to help build upon and support all transition
- Children that make any transitions during the school year are supported and their timetable is adapted according to their needs
- The SENCO will contact the previous school of any child with SEN entering the school at a point other than Reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child. Meetings will be planned, if necessary involving the Head teacher, SENCO and prospective class teacher, to ensure all have relevant information to meet the needs of any new child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of a child's development. This is particularly important at KS2 transfer

Secondary Transfer Arrangements

- At secondary transfer, a meeting with the representative of the receiving school will be arranged so that information concerning the educational needs of the child can he discussed. Children who are considered to be most 'vulnerable' will attend additional transition events at their chosen secondary school or may be identified by the school as someone who would benefit from the SNAP programme. Children with SEN will also attend additional transition events at their chosen school.
- Where appropriate children will be involved in this process
- Targets and outcomes are shared

Annual Review of an EHCP

This meeting will take place at school and be chaired by the SENCO who will address the following questions:

- What are the parents' views of the past year's progress and their aspirations for the future?
- What are the pupil's views of the past year's progress and his or her aspirations for the future?
- What is the school's view of the pupil's progress over the past year? What has been the pupil's progress towards meeting the overall objectives in the statement? What success has the pupil achieved in meeting the targets set?
- Have there been significant changes in the pupil's circumstances which affect his or her development and progress?
- Is current provision, including the National Curriculum, or arrangements substituted for it, appropriate to the pupil's needs?
- What educational targets should be adopted against which the pupil's educational progress will be assessed during the coming year and at the next review?
- Is any further action required and if so, by whom?
- Does the EHCP remain appropriate?
- Are any amendments to the statement required or should the local authority be recommended to cease to maintain it?

The participants at the meeting should then make appropriate recommendations.

Should the pupil be in Year 6, the SENCO from the receiving secondary school will be invited to the meeting.

Methods and Evidence of Self Evaluation and Success Criteria for SEN Provision

- Regular reviews and discussion held as part of the strategic sessions in the School Based Review for SEN
- Working parties set up with support and critical view from outside agencies, in particular the EP
- Consultation with all stakeholders, including pupils, parents and staff
- Self reviews carried out with pupils as part of their additional programme of intervention support
- Assessment results and targets achieved

Mechanisms for Review & Evaluation of the School's Special Needs Policy

- A review of the policy will take place annually during the summer/autumn terms
- It is the responsibility of the governing body, and in particular, the designated SEND governor to ensure the task is carried out
- Where necessary names and details will be updated
- An important part of the review will be an evaluation of a particular aspect of the policy. The most important criterion used in the evaluation will be the effectiveness of the policy in raising the attainment of the children

Which Pupils to Include?

Pupils are identified in accordance with the current definition of special educational needs under the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years. The definition is set out earlier in this policy.

"A Child who has a learning difficulty which calls for special educational provision be made for him (or her). A child has a learning difficulty if he has significantly a difficulty in learning than the majority of children of his

age; or he has a disability which either prevents or hinders him from making use of educational activities of a kind generally provided in schools, within the area of the local authority concerned for children of his age."

To be agreed by staff and governing body

Reviewed: September 2026

To be reviewed: September 2027

Appendix 1: https://www.kelsi.org.uk/special-education-needs/special-educational-needs

There are many SEN terms that are abbreviated. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autism Spectrum Condition
SEMH	Social, Emotional and Mental Health
CAF	Common Assessment Framework
CAT	Cognitive Ability Testing
CFSW	Child and Family Support Worker
COP	Code of Practice
CP	Care Plan
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
FS	Foundation Stage
HI	Hearing Impairment
IEP	Individual Education Plan
IP	Individual Plan
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NBP	Needs Based Plan
OT	Occupational Therapist
PHP	Positive Handling Plan
PI	Physical Impairment
SaLT	Speech & Language Therapy
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SISS	Specialist Inclusion Support Service (Solihull)
SLCD	Speech Language and Communication Disorder
SpLD	Specific Learning Difficulty
VI	Visual Impairment