



*Compassion, Hope, Reverence, Wisdom*

# Special Educational Needs and Disability (SEND) Policy and Information Report

**Date of Last Review:** October 2019

**Responsible Person on Governing Body:** Sir David Noble

**SENCO:** Mrs Sharon Denney

## Context:

This policy is written in line with the requirements specified in the following documents;

- Children and Families Act 2014
- SEN Code of Practice 2014;
  - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
  - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
  - Schedule 1 regulation 51– Information to be included in the SEN information report
  - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies;

- Supporting Pupils with Medical Needs
- Behaviour
- Anti-Bullying
- Early Years
- Home School Agreement
- Safeguarding
- Equal Opportunities Statement
- Admissions Policy
- Complaints Procedure
- Accessibility Policy

This policy was developed with parents / carer representatives on the governing body and will be reviewed annually following consultation with parents of children with special educational needs.

## Contents

| Section   |  |
|-----------|--|
| <b>1</b>  | Introduction   |
| <b>2</b>  | Equal opportunities  |
| <b>3</b>  | Definition of SEND   |
| <b>4</b>  | Definition of disability   |
| <b>5</b>  | SEND provision at Hunton CE Primary School   |
| <b>6</b>  | Admission arrangements for pupils with SEND  |
| <b>7</b>  | Identification and assessment of pupils with SEND  |
| <b>8</b>  | Support for pupils with SEND   |
| <b>9</b>  | Children with social, emotional and mental health needs  |
| <b>10</b> | Making provision for pupils with SEND and how we evaluate the effectiveness of our provision                       |
| <b>11</b> | Approaches to teaching pupils with SEND  |
| <b>12</b> | Adaptations to the curriculum and learning environment for pupils with SEND  |
| <b>13</b> | Additional support for learning for pupils with SEND   |
| <b>14</b> | How we enable pupils with SEND to engage in the activities of the school together with pupils who do not have SEND |
| <b>15</b> | Assessing and reviewing the progress of pupils with SEND   |
| <b>16</b> | Involving and working with parents and carers  |
| <b>17</b> | Consulting with our pupils with SEND   |
| <b>18</b> | Supporting pupils with SEND in transferring between different phases of education                                  |
| <b>19</b> | Staff training and expertise   |
| <b>20</b> | Engaging with specialists, voluntary organisations and other professionals   |
| <b>21</b> | Equipment and facilities for pupils with SEND  |
| <b>22</b> | Governing body arrangements for responding to complaints from parents of pupils with SEND                          |
| <b>23</b> | How the governing body works with other bodies to meet the   |

|           |   |
|-----------|---|
|           | needs of pupils with SEND and their families                |
| <b>24</b> | Support services for parents and carers of pupils with SEND |
| <b>25</b> | The Local Offer   |
| <b>26</b> | Contacting the SENCo at Hunton CE Primary School            |
| <b>27</b> | Policy review framework                                     |

## **1. Introduction:**

Hunton CEP School is an inclusive school. We strive to provide a stimulating and nurturing environment for all children, taking careful consideration of differing needs, abilities and disabilities so that every child can develop to their full academic, social and emotional potential. Safeguarding and wellbeing is a high priority in our school. Our school celebrates differences through our values of compassion, hope, reverence, wisdom and promotes respect and tolerance for all.

We have high expectations for all our children and work hard to ensure that all pupils make good or better progress. We recognise that every child is unique and seek to ensure that our teaching, learning environments and wider support is carefully designed to match the differing needs of every child.

## **2. Equal Opportunities**

Hunton CE Primary School is committed to providing equal opportunities for all, regardless of race, faith, gender, sexuality. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## **3. Definition of SEND**

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.

SEN Code of Practice (2014, p 4)

## **4. Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'  
SEN Code of Practice (2014, p5)

## 5. SEND Provision at Hunton CE Primary School

At Hunton, all children benefit from 'Quality First Teaching'. This means that teachers use a wide range of strategies to create learning opportunities that are accessible to all children, irrespective of their starting points. Through careful planning and detailed assessment to determine where each pupil is in his / her learning, we can provide teaching that is matched to each child's needs. Examples of some of the strategies we might use include visual supports, differentiated tasks, small group support, recording devices and other types of technology.

Many children, including those with special educational needs and disabilities, will be able to make good progress through quality first teaching. However, for some children, there may be a need for a more focused intervention, designed to target the development of a specific skill. At Hunton, we are able to offer a wide range of interventions for children who need this additional support. Interventions available include programmes to support the development of;

- Reading, writing and phonics
- Handwriting
- Spelling
- Maths
- Social skills
- Mental health
- Management of behaviour and emotions
- Memory
- Speech and language
- Touch typing skills
- Sensory skills and integration
- Fine and gross motor skills

The majority of our pupils will be able to make good progress through quality first teaching and additional interventions, however we also work closely with a range of external specialists and organisations to support those pupils who have more complex needs. Further details on how we do this are provided in section 20.

This **graduated approach** to providing support for pupils with special educational needs and disabilities means that, at Hunton, we are able to make provision for every kind of frequently occurring need, including dyslexia, dyspraxia, dyscalculia, speech and language needs, sensory issues, 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.

At present, we do not have any pupils with existing Education and Health Care Plans (EHCPs), although we are working with several parents to try to secure EHCPs for their children. Final decisions on whether or not these pupils meet the threshold for an EHCP will be made by the local authority.

The Local Authority are also responsible for making decisions on the admission of pupils with an Education, Health and Care Plan.

At Hunton CE Primary School, our 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.

## **6. Admission Arrangements for Pupils with Special Educational Needs and Disabilities**

Hunton CE Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy. Our admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

The Local Authority are responsible for making decisions on the admission of pupils with an Education, Health and Care Plan.

## **7. Identification and Assessment of Pupils with SEND**

All pupils at Hunton CE Primary School are subject to a continuous process of assessment to enable teachers to match learning experiences to their age and stage of learning. Teachers assess every day in lessons through a wide range of strategies, including questioning, observing, peer assessment, marking and feedback. In addition, they use a range of formal and informal assessments, including spelling tests, times table tests, termly assessment weeks and statutory assessments such as the SATs and the year 1 phonics check. All of this information is used by class teachers, subject leaders and senior leaders to monitor and track the rate of progress of every individual child in the school. A concern will be raised about a child if his/her rate of progress meets any one of the criteria listed below;

- 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 the child and their peers

Once a concern has been raised, there are three routes through which a child may be brought to the attention of the SENCo in order for assessment and identification to take place. These are;

### **1. Pupil Progress Meetings and SEN Review Meetings**

The progress of every child is monitored six times per year at termly pupil progress meetings, involving the class teachers and senior leaders. Where a concern is raised over a child's progress, despite Quality First Teaching (QfT), they are referred for discussion at a SEN Review meeting. These meetings also take place on a termly basis, after Pupil Progress Meetings. At this meeting, the class teacher will discuss the nature of their concerns with the SENCo, any QfT strategies that have already been used and a plan of action is agreed for assessment is agreed.

### **2. Class Teacher Referrals**

Class teachers do not need to wait until a Pupil Progress Meeting or SEN Review Meeting to be able to raise a concern about a child's learning and progress. A pupil can be referred to the SENCo for assessment at any time using the Referral form in appendix 1.

### **3. Parent / Carer Concerns**

We aim to work very closely with parents and carers at all times. On occasions, parents or carers may ask us to look more closely at their child's learning, particularly when there may be circumstances or concerns outside of school which may be impacting on the child's learning or progress in school. Through a dialogue between parents / carers, class teachers and the SENCo we will establish a plan of action for assessment.

Once a child has been referred to the SENCo through one of the routes above, the SENCo will;

1. Review, with the class teacher, the pupil's progress and attainment to determine whether or not he/she meets the criteria for identification as having a special educational need
2. Review, with the class teacher, the quality first teaching that has been made available to the pupil and the wider circumstances of the pupil, to assess whether or not the concerns over the child's rate of progress and attainment could be explained by other factors.
3. Agree, with the class teacher (and often the parents / carers of the pupil), whether to place the child on the SEND register or to continue to monitor them closely ready for review in the next SEN Review Meeting.
4. As part of a broader conversation about the needs and progress of the child, inform parents / carers of the decision to place their child on the SEND register.
5. Agree, with the class teacher (and sometimes the parent/carer) a plan of action to assess the needs of the pupil in more detail and enabled a more targeted plan of support to be put into place.
6. Arrange for the pupil to be discussed at the next SEN Review Meeting

At Hunton CE Primary School, once a child has been identified as having, or potentially having, a special educational need, we use a range of assessments and standardised tests to assess the nature and extent of a child's difficulty. These may include;

- Speech and Language assessments
- Dyslexia screening
- Dyspraxia screening
- Assessments of social, emotional and mental health
- Cognitive ability testing
- Memory assessments
- Dyscalculia assessments

In addition, we have access to external advisors from the Specialist Teaching and Learning Service, the Educational Psychology Service and the NHS who are able to use additional assessment tools across the four 'areas of need' as defined in the 2014 Code of Practice; Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health Difficulties, Sensory & Physical Needs.

Through the use of these more detailed assessments, we can gain a better understanding of the nature of a child's difficulties in learning and then identify the resources and approaches which are best suited to supporting them, enabling the pupil to make better progress.

Please note that, although the school can identify special educational needs and make provision to meet those needs, we are not able to make any diagnoses. However, we are able to support parents and carers, through referrals to appropriate professionals, where further assessments leading to a diagnosis are required.

## **8. Support for Pupils with Special Educational Needs and Disabilities**

Once a pupil has been identified as having a Special Educational Need and/or Disability, we will plan a programme of support for the child with the aim of enabling them to make better progress. This may include further use of Quality First Teaching strategies, targeted interventions and/or referrals to external professionals. The additional support for the child may be recorded on a class provision plan (provision map) in a Personalised Plan or in a Behaviour Support Plan, depending on the nature and level of additional support required.

At this stage, the pupil will have been placed on the SEND register as the school is making special educational provision for the child, which is additional and different to that which 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 and, as such, will be removed from the SEND register. When any change in identification of SEN is changed parents will be notified.

Parents / carers will be informed of any additional provision being made for their child and will be offered opportunities to contribute to the planning and review of this support (please see section 16).

### **Education, Health and Care Plans**

In a very small number of cases children fail to make progress, despite high quality, targeted support at School Support level. In this situation, and after extensive consultation with parents and other professionals, we may apply for the child to be assessed for an EHC Plan.

In general, we may apply for an EHCP if:

- the child is Looked After and therefore additionally vulnerable
- the child has a disability which is lifelong and which means that they will always need support to learn effectively
- we think it likely that the child may at some point benefit from special school provision

### **Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not mean that a child needs an EHCP.**

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents/carers, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP, which will record the decisions made at the meeting.

Full details on the EHCP application process are available from the SENCo.

## **9. Children with Social, Emotional and Mental Health Needs (SEMH)**

At Hunton CE Primary School, we place a high importance on children's social, emotional and mental wellbeing and are working to develop this aspect of our school. This includes developing the way that we support the wellbeing of all pupils through PSHE, PE and across the wider curriculum and developing a culture which is conducive to good mental health and wellbeing. We are working to embed 'Growth Mindset' to develop the use of the Zones of Regulation as part of a whole school approach to supporting children to develop positive proactive strategies to maintaining good mental health and wellbeing.

However, we recognise that there will be a small number of children who may need additional support to help them to develop good social, emotional and mental health and to manage their own behaviour effectively. We are able to offer a range of strategies and interventions to support these children, including;

- Social skills interventions
- Support for the development and management of emotional skills
- Interventions to help pupils recognise and regulate their emotions and behaviours
- Anxiety and anger management interventions
- Counselling
- Referrals to mental health services
- Referrals to Early Help (to access support for the family)

It is important to note, however, that behavioural difficulties are not classified as an SEN, although there may be occasions when they are a symptom of an underlying difficulty. If a child shows consistent unwanted behaviours, the class teacher, working with the SENCo, will assess the child's needs and areas of difficulties and this information will be used to determine the possible cause of the behaviour and identify the most appropriate support.

Children with behavioural difficulties will be dealt with using a firm, but consistent approach, in line with our school Behaviour Policy (this can be found in the policies section of the school website or is available, on request, from the school office). Where necessary, reasonable adjustments may be made to the policy to accommodate individual needs.

### **Bullying**

At Hunton, we have a zero-tolerance approach to bullying for all children. Any suggestions of bullying will be taken very seriously and will be responded to in accordance with our anti-bullying policy (this can be found in the policies section of the school website or is available, on request, from the school office).

We are very aware of the fact that pupils with SEND are often at much greater risk of bullying than their peers and our staff are particularly vigilant in relation to this. In addition, we actively seek to teach our pupils about different kinds of SEND, as part of the diversity element of our PSHE curriculum, focusing on understanding the needs of others and how pupils can support their peers.



Our school values of compassion, endurance, friendship, pride and thankfulness are embedded in every aspect of our culture and curriculum and so our pupils are taught the importance of tolerance, respect, valuing diversity and compassion. This gives everyone in the school, staff and pupils alike, an important tool set for challenging any kind of bullying, discrimination or harassment, wherever it may occur.

## **10. Making Provision for Pupils with SEND and How we Evaluate the Effectiveness of our Provision**

Provision for pupils with SEND will be reviewed six times per year (termly) through a SEN Review Meeting, involving the Class Teacher and SENCo. During these meetings, each pupil on the SEND register is discussed and their learning is reviewed using a range of different information, including;

- Assessment information from class tests
- Observations by the class teacher / SENCo
- Work in books
- Progress in targeted interventions
- Impact of quality first teaching strategies
- Additional SEND assessments
- Advice and assessments from external professionals
- Feedback from the pupil and his/her parents / carers
- Information on the pupil's levels of wellbeing and engagement
- Attendance data

As an outcome of these meetings, the provision for each pupil will be amended and refined in order to ensure that support continues to meet the pupils needs and impact positively on the child's progress, attainment and wellbeing.

For pupils with an Education, Health and Care Plan, in line with statutory requirements, there will be an Annual Review to which parents/carers, class teachers and relevant external professionals will also be invited. This will facilitate a review of the provision that has been made for the pupil and identify any potential changes needed to the plan to ensure continued progress.

## **11. Approaches to Teaching Pupils with SEND**

At Hunton CE Primary School we believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Sometimes, a child will need to access small group interventions and support outside of the classroom in order to target a specific area of need. However, any decision to remove a child from the classroom for an intervention will always be carefully evaluated.

We employ a **graduated approach** to supporting the needs of pupils with SEND. Key to this approach is the use of **quality first teaching** as 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. At Hunton, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of

strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37).

In order to ensure that the teaching and learning that takes place in our school on a daily basis is as inclusive as possible, we use guidance from KCC called the *mainstream core standards* to ensure that we conform to best practice (a copy of these are available from the school on request). This means that we are able to draw on a range of strategies, as part of our *quality first teaching*, to ensure that we are meeting the needs of all our children within a classroom setting, thus reducing the need to remove them from the class for targeted interventions.

From time to time, we may have pupils who are able to make good progress in the classroom with access to support from an additional adult. Where this is the case, we make decisions about the level of support to allocate to the child based on a number of factors. Fundamentally, our aim will always be to make best use of our resources to enable the child to achieve their targets, but without developing a learned dependence on an adult.

## **12. Adaptations to the Curriculum and Learning Environment for Pupils with SEND**

The Mainstream Core Standards provide a wealth of guidance on how to adapt the curriculum and the learning environment for pupils with special educational needs. We use these standards as part of an ongoing process of reviewing and developing our curriculum and learning environment, based on the profile of needs across the school, in each class and the needs of individual pupils. This process involves staff at all levels within the school; teaching assistants, class teachers, subject leaders and senior leaders. In addition, we also incorporate the advice provided as a result of assessments, both internal and external, advice from other professionals and the strategies described in Education, Health and Care Plans.

We use our SEN Review Meetings to discuss all aspects of provision for pupils with SEND, including adaptations to the curriculum and learning environment as well as interventions. This provision is recorded and reviewed on both class provision maps and personalised provision plans.

The professional development of staff across the school is also an important factor in ensuring an appropriate curriculum and learning environment for pupils with SEND. Staff work with both the SENCo and the Senior Leaders in the school to identify their professional development needs in relation to pupils with SEND. This information is then disseminated within the school, through various means, enabling all staff to maintain a current knowledge of inclusive practices.

Hunton CEP School is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. For further information on the physical environment, please see the school's Accessibility Policy (available in the policies section of the school website or from the school office, on request).

## **13. Additional Support for Learning for Pupils with SEND**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that staff across the school are confident and competent in using quality first teaching strategies and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we offer is on each classes' provision map.

Occasionally, 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 may provide some top up to the school. Where this is the case, we will apply to the local authority for High Needs Funding to enable us to provide the high level of support that the pupil requires.

#### **14. How we Enable Pupils with SEND to engage in the Activities of the School together with Pupils who do not have SEND**

As an inclusive school, we are committed to ensuring that all of our children have access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum.

Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children to enable them to participate.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

#### **15. Assessing and Reviewing the Progress of Pupils with SEND**

All pupils at Hunton CE Primary School, including those with SEND are assessed on an ongoing basis, throughout the school year, using a range of techniques. These include;

- Class based assessment for learning strategies
- Weekly spelling and times table tests
- End of term assessments in Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Maths

Data from these assessments are collated and discussed as part of both the Pupil Progress Meetings and SEN Review meetings that take place six times per year.

In addition, pupils with SEND are set specific targets, linked to their identified areas of need, which are deliberately challenging in the attempt to close the attainment gap between the children and their peers. These are recorded on either class provision maps or personalised provision plans.

Class teachers are responsible for monitoring progress towards the targets during the intervention and reviewing each pupils' progress towards their targets six times per year. Progress towards these targets is then discussed in SEN Review meetings so that, for each child, support can be evaluated and refined, with new targets set where necessary.

The role of the SENCo is to ensure the effectiveness of the support for each child, and across the school, and co-ordinate the input from various professionals. The SENCo also aims to be aware of recent research on the effectiveness of SEN interventions and best practice for working with various learning needs and to use knowledge to ensure that resources, staff and interventions are deployed to their best effect.

## 16. Involving and Working with Parents / Carers

We understand the importance of working in partnership with parents and carers to secure the best progress for their children. Our staff work hard at building effective relationships with parents, in which information, advice and support can be shared reciprocally for the benefit of the child.

At Hunton, we operate an open door policy and encourage parents / carers to speak regularly with class teachers and other school staff. Class teachers and TAs are very visible at the start and the end of the school day and happy to have informal conversations with parents about any concerns at this time. Where parents / carers require a longer conversation about their child, we would request that they book an appointment to see the **class teacher** at a mutually convenient time. Class teachers should **always** be the first port of call in the case of concerns over a child's progress or wellbeing. They can then decide if and when it may be necessary to involve the SENCo and arrange a meeting, if required.

If a child is experiencing difficulties at school, parents/carers will be informed and we would encourage parents/carers to keep us informed of any changes / issues at home which may affect the child's learning or wellbeing in school. It should not come as a surprise to a parent or carer to learn that their child is being identified as having SEN.

All parents/carers of pupils at Hunton CE Primary School are invited to meet with class teachers three times per year to discuss the progress of their children. In addition, they receive a detailed written report on their child's learning and progress in the summer term. For parents / carers of pupils with SEND, these meetings are often longer and also involve the SENCo, providing them with an opportunity to feed into the planning and evaluation of the additional support for their child.

Parents / carers of pupils with a personalised provision plan will be invited to meet with the SENCo on at least two further occasions (usually in November and March) in order to take part in a more detailed review of the provision for their child. The views expressed by parents and carers in these meetings will form part of the discussions between the class teacher and the SENCo at SEN Review meetings. Parents/carers are provided with a copy of their child's personalised provision plan.

Parents / carers of pupils with an Education, Health and Care Plan will be invited to meet with the SENCo on at least two further occasions (usually in November and March) in order to take part in a more detailed review of the provision for their child. They will also be invited to attend an Annual Review, alongside the class teacher, SENCo and other professionals, so that they can take an integral role in planning and reviewing the support available for their child.

The SENCo conducts a survey of the views of parents and carers of pupils with SEND at least once every year. This information is collated and used to inform and evaluate the school's SEND Development Plan.

## 17. Consulting with our Pupils with SEND

When a pupil has been identified as having 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.

Pupils will have the opportunity to be involved in the planning and review of the provision made for them in a number of ways;

- Informal discussions with the teacher / teaching assistant delivering interventions, including opportunities to reflect on how useful and enjoyable they found the support
- Discussions with the class teacher / SENCo about what they find difficult and their wellbeing and engagement
- Discussions with parents that are fed back to the school
- Pupil voice questionnaires

These conversations with pupils will be recorded and used to inform decisions about provision and support.

## **18. Supporting Pupils with SEND in Transferring between Different Phases of Education**

Times of transition can be challenging for any child, and their parents / carers, and often more so for pupils with SEND. We use a range of strategies to support children and their families as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions as smooth as possible. Enhanced transition arrangements are available for any pupil who requires them, tailored to meet individual needs.

### **Transitions into EYFS from pre-school settings and nurseries**

All children transitioning into EYFS at Hunton CE primary School are invited, with their parents/carers, to three transition sessions during the summer term before they start at school. However, there are additional transition arrangements that can be put into place for pupils who need further support.

Every year, during the summer term, the SENCo attends a district transition meeting when she meets with the SENCos from local pre-schools to discuss the needs of children due to start at the school in September. Also during this term, the EYFS teacher makes visits to feeder pre-schools to children, prior to transition, in a familiar environment and to speak to keyworkers and SENCos in the pre-schools.

Following this, the EYFS teacher and SENCo meet to discuss the needs of the incoming EYFS pupils and identify any children who are likely to need enhanced transition planning. This may include home visits, additional opportunities for the child and his/her parents/carers to visit the school, staggered starts and transition booklets. In the case of children with more complex needs, this may include involving external professionals and applying for additional funding to support the child.

### **In-Year Transitions**

Where a pupil with SEND or any other vulnerability is transferring into or out of Hunton CE Primary School, the SENCO or class teacher at Hunton will contact the other school to discuss get an idea of the pupil's like and dislikes, needs and circumstances so as to determine whether or not additional transition arrangements are required. Where there is time and additional support is necessary, a transition plan will

be drawn up, detailing the provision to be put in place to facilitate a smooth move between the two schools.

### **Transitions within School**

Within school transitions can also be a time of stress for many children, and particularly for those with SEND. Being a very small school, pupils at Hunton have the advantage of being very familiar with all areas of the school and school staff and so this is very helpful at times of transition. Due to our mixed year group classes, children are often taught by the same teacher for two consecutive years, which can be helpful, but can also make the transition to a new teacher more challenging when it arises. All children take part in a 'moving up' afternoon in the summer term to help them to get familiar with their new teacher and classroom.

During term 4 SEN Review Meetings, class teachers and the SENCo work together to identify any pupils who are likely to find transition difficult and plan the support that they need to be able to cope with the change more successfully. Term 6 SEN Review Meetings are joint meetings between the current and receiving teacher and the SENCo and allow joint planning of the provision required to support pupils in term 1 of the new academic year. The SENCo also works closely with the parents and carers of these pupils to provide further information to support the transition.

### **Secondary School Transition**

All pupils at Hunton benefit from a range of transition support. In Years 5 and 6, children are supported to become increasingly independent and to learn strategies that will help them to manage their own learning and organise themselves effectively. Through the PE and PSHE curricula, children also learn to recognise signs of stress and anxiety, develop strategies for managing these and build resilience. All of these skills are excellent preparation for the primary to secondary transition.

In addition, all pupils have the opportunity to visit their new school and to be visited at Hunton, by staff and pupils from the new school. We also provide information and support to parents to help them to prepare their child for the transition.

Some pupils will need a more extended period of transition to prepare them for the move to secondary school. During term 1 and 2 SEND Review meetings, these pupils will be identified and transition plans developed to provide the additional support required. The SENCo will liaise and share information with secondary SENCos through a series of meetings and telephone conversations.

Transition reviews for Year 6 EHCP pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings.

## **19. Staff Training and Expertise**

The SENCo at Hunton CE Primary School is Sharon Denney. Mrs. Denney has been a primary school teacher for 21 years and has been a SENCo for two years. She holds the National Award for SEN Co-ordination.

Mrs. Denney is supported by Lisa Evans. Mrs. Evans is a teaching assistant who works with children across the school on targeted interventions. Not all of the children that Mrs. Evans works with are on the SEND register. Some may simply have been identified as needing a short-term targeted intervention to address a specific need.

In addition, we are extremely fortunate to benefit from the services of Mrs. Rebecca Newsom, who is a qualified, BACP registered Counsellor with extensive experience of working with children. Rebecca is currently in school on two mornings per week and works with pupils referred by the SENCo.

All of the teachers at Hunton CE Primary School are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities to teachers and teaching assistants through access to in-house or LA courses, provision of books or guidance towards useful websites.

On occasions, it is necessary for us to seek additional support from specialists (see section 19) to help us to identify a child's needs, provide advice, offer support or provide training for our staff, so that we can secure good progress and development for the child. Where these specialist services incur an additional cost, we are able to use out notional SEN funding to cover this.

## **20. Engaging with Specialists, Voluntary Organisations and Other Professionals**

Hunton CE Primary School is an active member of our local LIFT group (Local Inclusion Forum Team). This group is an invaluable source of advice and support for the SENCo and is crucial for securing support from other specialists.

We work with a wide range of other professionals to ensure that we are able to offer pupils with SEND the support that they need to make progress in their learning and develop socially and emotionally. Some of the professionals that we work with include Speech and Language Therapists, CAMHs, Specialist Teachers, Educational Psychologists, Paediatricians, Early Help, Occupation Therapists, Physiotherapists or School Nurses. The advice provided by these professionals is reviewed by the SENCo and used to ensure that the provision and resources available to support the child in school are appropriately targeted.

In addition, we also work with a wide range of voluntary organisations who offer support and guidance for school and parents of children with SEND. These include organisations such as Slideaway, Mind, National Autistic Society and Fegans. Such organisations can offer a wealth of expertise, guidance, advice and support for children with SEND and their families, as well as advice and resources for schools.

## **21. Equipment and Facilities for pupils with SEND**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan eg: from KCC's Portage Team. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

## **22. Governing Body Arrangements for Responding to Complaints from Parents of Pupils with SEND**

At Hunton CE Primary School, we aim, wherever possible, to work in close partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. If a parent / carer has any concerns in relation to the provision and support being made for their child we would urge them, in the first instance to discuss this with the class teacher and then with the SENCo or Headteacher. We would hope that, in the vast majority of cases, any concerns could be addressed at this stage.

However, should the parent / carer's concerns remain unresolved at this stage, they should follow the school's complaints policy and procedure (details of these are available on the school website and from the school office, on request). All complaints are taken seriously and treated confidentially.

If the complaint has not been resolved after consideration 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 Education, Health and Care Plan, 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.

## **23. How the Governing Body works with Other Bodies to Meet the Needs of Pupils with SEND and their Families**

The governing body at Hunton CE Primary School utilise support from a number of other organisations to enhance the support that can be offered to pupils with SEND in the school. This includes;

- Engagement with the local authority's CPD offer
- Membership of the Local Inclusion Forum Team (LIFT)
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team
- Access to local authority's service level agreement with Speech and Language Therapy Services, Occupational Therapy Services / Physiotherapy Services for advice or for pupils with a requirement for direct services

## **24. Support Services for Parents / Carers of Pupils with SEND**

There are a range of local services and voluntary organisations that provide excellent advice and support for parents / carers of pupils with SEND. The SENCo is able to make referrals to many of these services and signpost families to other support. Some of the key local providers are listed below, but further information is available from the SENCo.

### **IASK – Information, Advice and Support Kent**

Any parent / carer wishing to pursue mediation in relation to an Education, Health and Care Plan should contact IASK.



IASK provide legally based advice, information and support on educational matters relating to special educational needs and disabilities, including health and social care. They aim to provide information and support to enable parents, children and young people to:

- fully participate in discussions and make informed decisions
- express their views and wishes about education and future aspirations
- promote independence and self-advocacy
- develop positive relationships with schools, colleges, the local authority and voluntary organisations to achieve positive outcomes.

**Helpline:** 03000 41 30 00, available Monday to Friday, 9am to 5pm

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

| Service / Organisation         | Support  | Contact Details   |
|--------------------------------|--|---|
| IPSEA                          | free and independent legally based information, advice and support for parents/carers of children with SEND            | <a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a><br>Tel: 01799 582030   |
| Mid Kent Mind                  | Support for those with mental health issues  | <a href="http://www.maidstonemind.org">www.maidstonemind.org</a><br>Tel: 01622 692383<br><a href="mailto:mindhelp@mmkmind.org.uk">mindhelp@mmkmind.org.uk</a><br>Crisis number: 0800 107 0160 |
| Kent Autistic Trust            | Support for children with autism, or on the autism pathway, and their families   | <a href="http://www.katfamilysupport.co.uk">www.katfamilysupport.co.uk</a><br>Wendy Boorman – 01634 405168<br><a href="mailto:wendy@kentautistic.com">wendy@kentautistic.com</a>              |
| West Kent Dyslexia Association | Support and information for parents of dyslexic children and dyslexic adults   | <a href="http://www.kentwestdyslexia.org.uk">www.kentwestdyslexia.org.uk</a><br>Tel: 0345 601 2523<br><a href="mailto:admin@kentwestdyslexia.org.uk">admin@kentwestdyslexia.org.uk</a>        |
| Family Lives                   | National family support charity providing help and support to families that are struggling                             | <a href="http://www.familylives.org.uk">www.familylives.org.uk</a><br>Tel: 0808 800 2222  |
| Council for Disabled Children  | The umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers. | <a href="http://www.councilfordisabledchildren.org.uk">www.councilfordisabledchildren.org.uk</a>  |
| I CAN                          | Support for parents/carers of children with speech, language and communication difficulties                            | <a href="http://www.ican.org.uk">www.ican.org.uk</a><br>Tel: 020 7843 2544<br><a href="mailto:enquiries@ican.org.uk">enquiries@ican.org.uk</a>  |

For an extensive list of local services available, parents / carers should refer to the Local Offer, published by Kent County Council (see section 23).

## **25. The Local Offer**

The Local Offer from Kent County Council for parents/carers and children with Special Educational Needs and Disability can be found at: <http://www.kent.gov.uk/education-and-children/special-educational-needs>  
The purpose of the local offer is to make it easier for people to find out about local services available to 0-25 year olds who have special educational needs and disabilities.

## **26. Contacting the SENCo at Hunton CE Primary School**

Any enquiries about an individual child's progress or the provision in place for him / her, or regarding any concern should be addressed, in the first instance, to the class teacher. Class teachers work with the children on a daily basis and are often best placed to answer these kinds of question.

Mrs Denney, the school's SENCo, is usually in school on a Tuesday and can be contacted on 01622 820360.

Should you wish to make an appointment to meet with the SENCo, please contact the school office.

## **27. Review Framework**

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed:

Head Teacher

Date:

Signed:

Chair of Governors

Date:

**Review Date: November 2020**