



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Special Educational Needs and Disability Policy

Approved – November 2024

Next review – November 2025

Achieving Excellence Together

Date of Last Review: November 2024

Responsible Person on Governing Body: Rebecca Parnham

Designated Teacher: Mrs Amy Wichall

Context:

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015;
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

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

- Accessibility Policy
- Behaviour Policy
- Child Protection Policy
- Equality Policy
- Procedure for Handling School Complaints
- Supporting Pupils with Medical Needs in Schools

This policy was developed with parent / carer representatives on the governing body and parents of children with special educational needs and disabilities. The SEN&D Policy will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age

OR

- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2015, p 15)

Definition of Disability

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

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

SEN Code of Practice (2015, p16).

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

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

At Hunton C of E Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language needs, ADHD, Autism, learning difficulties and behaviour difficulties. There are other kinds of special educational needs 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.

The school currently meets the need of a pupil with an Education, Health and Care Plan. We currently meet the need of pupils with the following kinds of special educational needs: Social Communication Difficulties, Autism, ADHD, Dyslexia, Speech and Language Needs, Dyspraxia and Social, Emotional and Mental Health difficulties. Decisions on the admission of pupils with a statement of special educational need/ Education, Health and Care plan are made by the Local Authority (KCC).

The admission arrangements for pupils without an Education, Health and Care Plan, do not discriminate against, or disadvantage, disabled children, or those with special educational needs. Our [Admissions Policy](#) can be found on the school website.

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

At Hunton, we assess each pupil's current skills and levels of attainment when they start at the school and throughout the school year. This will build on information from previous settings and Key Stages, where appropriate. These assessments include Yr 1 phonics test, end of Key Stage SATs, Multiplication Tables check in Yr 4, reading and spelling age standardization, summative assessments for reading, writing and maths as well as moderation within school, collaboratively with other local schools and externally. We will consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers

➤ Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development, speech and language or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness using the Mainstream Core Standards and with differentiated, quality-first teaching. If progress does not improve, despite high-quality teaching targeted at their area of weakness, the teacher will raise the issue with the SENCO to have an initial discussion (through a pupil progress meeting or request for SENCO support form) about whether this lack of progress may be due to a special educational need. Where necessary the Class teacher or SENCO will, in consultation with the pupil's parents or carers, implement further strategies in line with the Mainstream Core Standards or consider consulting an external specialist, for example a Specialist Teacher through Specialist Teaching and Learning Service (STLS) support surgeries or through Local Inclusion Forum Team (LIFT).

Examples of extra support are-

- Communication and Interaction: Speech and Language Link programmes, SALT programmes, Lego Play, Talk about, Colourful Semantics
- Cognition and Learning: Phonics, Precision Teaching, English support, spellings, reading booster, comprehension, maths support, Plus 1, Power of 2, Dyscalculia, Memory Magic
- Sensory and Physical: Handwriting, Write from the Start, Speed up, clever fingers, fidget tools, movement breaks, alternatives to writing (clicker/immersive reader on laptop, scribe), touch typing, BEAM, sensory circuits, access to RNIB bookshare
- Social, Emotional and Mental Health: Counselling, nurture time, trusted adult, meet and greets

We are experienced in using a range of assessment tools, including BPVS (British Picture Vocabulary Scale), Ravens and Speech and Language Link, language for learning assessments, Boxall Profile as well as screeners such as Dyslexia Portfolio, Nessy Dyslexia Screener and Dyscalculia Screener. We also have access to external specialist advisors (some of these services have costs or wait times attached) who are able to use a range of assessment tools dependent on the need of the pupil-

- STLS (Specialist Teaching and Learning Service)
- LIFT (Local Inclusion Forum Team)
- CYPMHS (Children and Young People's Mental Health Service) through NELFT for referrals for emotional wellbeing/mental health advice and support: <https://www.nelft.nhs.uk/kent-cypmhs-get-in-touch>
- School Health Service: <https://www.kentcht.nhs.uk/service/school-health/>
- Young Minds: https://www.youngminds.org.uk/?gclid=EAlaIqObChMImJrou5yz_wIVCOztCh2PpAR5EAAYA SAAEgKFTvD_BwE
- Counsellor
- Early Help
- Paediatric Consultants
- Children's Therapy Team and NHS The Pod- Speech and Language/Occupational Therapy: <https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>
- Outreach Services – Five Acre Wood and Bower Grove School

- Educational Psychologist through KCC

The purpose of this detailed assessment is to gain a deeper understanding of the additional support, resources, and approaches that will enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan (provision map or personalised plan) and reviewed / revised regularly to ensure it remains effective.

When deciding whether the pupil needs special educational provision, 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. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

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. 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 identify the pupil as having a special educational need. Pupils identified as having a special educational need will be placed on the school's SEND register. When there is a change in identification of a special educational need, parents will be notified. These pupils have needs that can be met by the school through **the graduated approach**. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. Pupils who need more support than is available through the school's best endeavours may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. 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.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as **the graduated approach**.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on a provision map or a personalized plan, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

At Hunton, we evaluate the effectiveness of provision for pupils with SEN by; tracking pupils' progress and reviewing SEN support plans (provision maps or personalised plans), pupil voice, annual reviews for pupils with an Educational Health Care Plan, feedback from pupils and parents, monitoring by the school leadership team, moderation and through an annual SEN Evaluation Report.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of phonic knowledge, reading level, spelling age etc. The assessments we use at Hunton C of E Primary School are listed in section 2. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted. See Appendix 1- SEN Pathway.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered
SEN Code of Practice (2015, 6.37)

At Hunton C of E Primary School the quality of teaching was judged to be 'good' at our last Ofsted inspection (Ofsted May 2021).

We follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice. Please follow the following link to access the [Mainstream Core Standards and the Mainstream Core Standards parent guide](https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards): <https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, precision teaching, counselling and the use of ICT software learning packages. These can be delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

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

At Hunton C of E Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors continuously make improvements as part of the School's accessibility

planning and identify aspects of the school that need to be improved, in relation to buildings, curriculum and training of staff. Some examples include:

- ✓ Disabled toilet available
- ✓ Wheelchair access via main gate and staff entrance with access to the playground
- ✓ School is built on one level- wheelchair access throughout school
- ✓ Fold up wheelchair available
- ✓ Wide doors and corridors
- ✓ Audible fire alarm
- ✓ Hall has panels fitted to improve acoustics
- ✓ Access to EYFS via DDA compliant door and ramp
- ✓ Automatic lighting in reception area
- ✓ Accessible entry via electronic gate
- ✓ Interactive whiteboards fitted in all classrooms at an accessible height
- ✓ Most of the building is carpeted and when planning for future building work access for pupils with disabilities is always considered

New building work has to adhere to Building Regulations 2010 and the Equality Act 2010. With regards to the curriculum, this is personalised for children where appropriate. Please see the [Accessibility Policy](#) on the website for more information.

Future training will depend on the needs of the pupils and the experience and knowledge of the teaching staff to ensure pupils receive quality first teaching and those with special educational needs are well supported and able to access the whole curriculum.

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

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and in a few cases, a higher level of resources are required. A full list of the interventions we can offer is on our [whole school provision map](#) and more information can be found in our [SEN Information Report](#) and [SEN Evaluation Report](#).

The funding arrangements require schools to provide up to £6000 per year of a pupil's educational resource needs. In those cases where a higher level of resource is required, the Local Authority should provide top up to the school, accessed by applying for High Needs Funding (HNF).

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Hunton C of E Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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

At Hunton C of E Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through Religious Education, PSHE (personal, social and health education), Collective Worship and indirectly with buddies and every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to counsellor, trusted adult, Social Stories, Lego Play, Talkabout, safe space for pupils to use when upset or agitated, Family Liaison Officer (FLO), external referral to school nurse, early help, bereavement services or the children and young people's mental health (CYPMHS).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Hunton C of E Primary School is Mrs Amy Wichall, who is a qualified teacher and has also successfully completed the National Award for SEN Co-ordination. She also keeps up to date with training courses relevant to the position.

Mrs Wichall is in school on Tuesdays and can be contacted on 01622 820360 or via the school office at office@hunton.kent.sch.uk.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Some of this training will be provided internally by the SENCO. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Specialist Teaching and Learning Service, Five Acre Wood Outreach, The Education People, Speech and Language therapists, VSK (Virtual Schools Kent) etc. Training can also be accessed virtually on the NHS Pod. The cost of training is covered by the notional SEN funding. The school also works closely with other local schools to share expertise and training.

The following courses have been attended by some, if not all, of the teaching and support staff over the last two years; Safeguarding, Online E-safety, Adapting the Curriculum, Mainstream Core Standards, Little Wandle Phonics, Enabling Independent Writing, Language Fundamental course, Making sense of Autism, Precision Teaching, The theory and practice of the Boxall Profile, Speech and Language and Promoting independence with Clicker.

In addition, staff have received the following training from regular training sessions led by the SENCO over the last two years; Provision Maps and Interventions, The Role of the TA, Quality First Teaching, Maths- reasoning, Working walls and the learning environment, ICT apps to support in class and at home, Colourful semantics, Little Wandle Phonics update, Lego Play, Sensory Circuits,

Mainstream Core Standards, Promoting Independence with Clicker and Immersive Reader and Identifying and supporting your lowest 20% for reading.

The SENCO has also attended; SENCO and Inclusion Conferences, SENCO Countywide Updates, SENCO Collaboration Meetings, STLS forums, STLS surgeries, LIFT meetings, SEND Code of Practice update and Visual Difficulties.

Further details of these courses and the impact of these can be found in the annual [SEN Evaluation Report](#) available on our website.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will endeavour to purchase it using the notional SEN funding, or investigate borrowing it. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at Hunton C of E Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report once a year. Parents of children with special educational needs are invited to a further three meetings. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents at parents evening.

Parents will be actively supported to contribute to assessment, planning and review. Only children receiving significant and ongoing support to maintain progress will be listed on our SEN support register, in line with the Code of Practice and Kent's definition of SEN Support.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Hunton C of E Primary School are used for complaints about provision made for special educational needs. The [Procedure for Handling School Complaints Policy](#) can be found on the school website. We encourage parents to discuss their concerns, in the first instance, with the class teacher, SENCO &/or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an 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.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- School Health Service
- Early Help
- Outreach services: Five Acre Wood School
- Counselling Service
- Links to Kent SEN Team, through regular County Wide and Local SENCO Forums
- Membership of professional networks for SENCO eg SENCO forum and subscription to NASEN.

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

[Information Advice and Support Kent \(IASK\)](#) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed

choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000 (Monday to Friday, 9am-5pm)

Office: 03000 412 412

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

E-mail: iask@kent.gov.uk

Website: www.kent.gov.uk/iask

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

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Hunton C of E 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.

Pre-school settings and nurseries into EYFS:

- All children transitioning into EYFS at Hunton are invited, with their parents/carers, to three transition sessions during the summer term before they start at school. Additional transition arrangements can be put into place for pupils who need further support.
- The EYFS teacher makes visits to feeder pre-schools to visit children, prior to transition, in a familiar environment and to speak to keyworkers and SENCOs in the pre-schools.
- 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.
- STLS EYFS transition sessions are attended by staff.

In-Year Transitions:

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

Transitions within School:

As a 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 supportive, but can also make the transition to a new teacher more challenging when it arises. Hence, we use a number of strategies:

- All children take part in a 'moving up' session in the summer term to help them to get familiar with their new teacher and classroom.
- During term 4, 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.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.
- A pupil progress transition meeting is held in the summer term so that information about individuals can be shared and questions asked.
- The SENCO also works closely with the parents and carers of these pupils to provide further information to support the transition.

Year 5 children with an EHCP:

- Parents and children to begin looking at secondary provision.

- Parents will be contacted by KCC to provide their choices for secondary schools (they do not apply in the same way as children without an EHCP).
- The secondary school will be named in the EHCP. Parents have the right to appeal the decision.
- [IASK](#) will be able to provide further information and support.

Secondary School Transition:

- All secondary schools are invited into school to meet with the children and staff to share information.
- Additional visits or transition meetings will be arranged with the SENCO if they are felt to be necessary for the children.
- The Year 6 teacher will complete transition forms which are requested by the secondary schools giving key information about the children, along with the SENCO if SEN has been identified.
- All year 6 pupils take part in the Maidstone schools' transition programme.
- All year 6 children participate in transition visits to their secondary schools which are intended to help the children prepare for the move to year 7 in September.
- At Hunton we provide information and support to parents to help them to prepare their child for the transition.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new school should it be felt to be necessary.
- A transition intervention will be put in place if required.
- Further information about transition and a Secondary School Admission booklet can be found on the KCC website.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs>

A link is also published on the school website in the [SEND section](#). Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 1- SEN Pathway

