



Watingbury CE Primary
School

Special Educational Needs & Disability Policy and Information Report

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Learning, growing, achieving.....our journey together with God.

WATERINGBURY CE PRIMARY SCHOOL

SEND POLICY AND INFORMATION REPORT

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Wateringbury, we make provision for every kind of special educational need, for instance: dyslexia, dyspraxia, speech and language needs, autism spectrum condition, attachment disorder, learning difficulties and behaviour difficulties. If a pupil has a special educational need that the school is less familiar with, we will access training and advice from external agencies so that we can support these needs. Children who require a significant amount of additional support are placed on the SEND register and they have a personalised provision plan. Some of the children on the SEND register have high needs funding and a small number of these have an Education, Health and Care plan.

SEND register criteria:

1. Children are making less than expected progress in English or maths as a result of a specific need.
2. Children receive a significant number of interventions that if removed would prevent them from making the expected progress.

SEND watch list:

- Some children with a diagnosed special educational need might not meet the criteria for our SEND register. If this is the case, they will be on our SEND watchlist (children who are closely monitored) to ensure they make the expected progress in all areas of learning.

The admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan must not discriminate against or disadvantage disabled children or those with special educational needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Rachel Bryant and she can be contacted via email at rbryant@wateringbury.kent.sch.uk or 01622 812199.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Meet with parents of pupils on the SEND register 3 times a year to discuss their child's provision

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Making adaptations to the curriculum to ensure **all** children have the opportunity to learn and make the expected progress
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction - autistic spectrum disorder and speech and language difficulties.
- Cognition and learning - dyslexia, dyspraxia, processing and poor working memory.

- Social, emotional and mental health difficulties - attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder, anxiety, Tourette's syndrome and self-harm.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and sensory processing difficulties.
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will assess progress for all pupils, three times a year, and identify those whose progress:

- 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
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Low attainment or a diagnosis will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether the child has special educational needs. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We always listen to the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This cycle will be completed six times a year and will be recorded on class provision maps and personalised plans.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The SENCO's assessment and experience of the pupil

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

Teacher assessment will be reviewed 3 times a year.

All teachers and support staff who work with pupils with SEND will be made aware of their needs, the identified outcomes, the support provided, and any teaching strategies or approaches that are required. The SENCo and class teacher will review the effectiveness of the support and interventions for pupils with SEND and their impact on their progress three times a year.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Watringbury CE Primary School we work closely with all feeder nurseries and pre-schools to ensure a smooth transition into primary school. Our Early Years team visit many of the pre-school and nursery settings and if there are concerns the SENCo will also visit Nurseries and preschools. Mrs Bryant is available for meetings with parents prior to your child starting school to aid a smooth and well-planned transition. Our Early Years team also visit your child at home to learn more about them and their environment.

When the children transition from Watringbury to Secondary school, Mrs Bryant will meet with the SENCO at the child's new school and will discuss the needs of the child to ensure the appropriate provision is continued. Transition is planned carefully and is catered to the individual child. For children with EHCPs, Secondary SENCOs are invited to the child's EHCP review so that they can contribute to writing the outcomes and targets for the next key stage.

5.6 Our approach to teaching pupils with SEND

We have a highly skilled staff team at Watringbury CE Primary School, who have knowledge and experience of supporting children with Autism, Dyslexia, Speech and Language Difficulties, Dyspraxia, Sensory Needs, Attachment Disorder as well as a range of fine and gross motor needs. We ensure all staff have up to date training in each of the areas of SEND and teachers are confident at making adaptations to the curriculum to ensure that all children are able to learn. Each of our Teaching Assistants specialise in a specific area for which they receive training and input from outside agencies where available and they lead interventions based on their expertise.

Kent County Council have set out a list of core standards that must be met in a mainstream school, which outline the level of general classroom support for children with SEND. These can be found here:

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

Kent County Council also set out the provision available across the county for pupils with SEND, entitled the local offer <http://www.kent.gov.uk/education-and-children/special-educational-needs#>

Teachers at Watlingbury aim to provide quality-first teaching and will use a range of teaching strategies and adaptations to ensure all children make progress regardless of their need. When a child is identified as having SEND **and** is placed on the SEND register, personalised provision plans are written and individualised strategies and adaptations are recorded. The personalised provision plan is reviewed three times a year and the targets and outcomes are based on the parents, class teacher, teaching assistant and SENCO's input. The provision plan will outline the support provided for each individual child.

We currently offer the following interventions in school:

Maths- Booster groups, precision teaching and Nesy maths.

English- Booster groups, Floppy's Phonics, Ed shed, reading, English Catch-up, Nesy spelling and phonics and precision teaching.

Speech and Language- Speechlink, Language Link, pre-teaching, widget, and Box Clever.

Fine and Gross Motor: Clever Fingers, BEAM, Handwriting interventions

Social, emotional and mental health: Play therapy, pet therapy, learning mentor talk time and Draw and Talk

Other: Moving Sit Cushions, Thera-putty, Time out Space, sensory space, social stories, visual aids, communication cards, task boards, visual timetables, sensory circuits, fiddle toys, sensory blanket, comic strips and privacy boards.

If we continue to see a lack of progress despite a high level of support we can refer to outside agencies for more specialist support. These include:

- speech and language therapists
- occupational therapists
- physiotherapists
- specialist teachers
- educational psychologists
- education specialists
- paediatricians
- school inclusion advisor

All recommendations from outside agencies are then put in place by the school to help ensure the child reaches their full potential.

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, multisensory curriculum, personalised curriculum and nurture curriculum.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now and next boards, talking tins, privacy boards, larger pencils and larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolds and varying stimulus.

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver interventions.

The teaching assistants support pupils in 2 different ways:

1. They will support pupils on a 1:1 basis if the child has complex needs and require a personalised curriculum; these children have high needs funding.
2. They will support pupils individually or in small groups when a child requires additional support to ensure they make good progress or to deliver interventions.

We work with the following agencies to provide support for pupils with SEN:

- Early Help
- Paediatrics
- Educational Psychologist
- LIFT
- Specialist teachers
- SENCO forum
- School inclusion advisor
- Speech and language
- Education specialists

5.9 Expertise and training of staff

The SENCo, Mrs Rachel Bryant, has worked at Wateringbury CE Primary School since September 2015. She completed the National Award for SEN Co-ordination in October 2016 and has worked with a range of pupils with SEND both in her role as classroom teacher, Phase Leader and leading Maths teacher. She frequently works with other SENCOs in the local area where ideas are shared on how best to support a vast range of children.

The school employs 8 Teaching Assistants, each of whom have a specific specialism and are highly trained through Nexus Special School and other local organisations to deliver SEN provision. The teaching assistants are trained to deliver the following interventions:

- Speech and language interventions
- Phonic interventions
- Clever fingers
- Beam
- Sensory circuits
- Draw and talk
- Precision teaching
- Writing interventions

- Floppy's Phonics KS2 Intervention
- Catch up Intervention
- Nessy

Mrs Bryant can be contacted at school on Mondays, Tuesdays and Wednesdays or by email: rbryant@wateringbury.kent.sch.uk

Family Liaison Officer (FLO)

The school FLO is called Mrs Catherina Henry. Mrs Henry works closely with parents and carers as well as supporting the social, emotional and mental health needs of children at our school. She delivers nurture interventions and is fully trained in administering the Boxall profile and utilising the results to devise provision plans for interventions.

The SENCo and FLO meet regularly to discuss the progress of the children's social, emotional and mental health needs.

5.10 Securing equipment and facilities

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. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing the impact of interventions every 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO (learning walks, planning and book looks).
- Using provision maps to measure progress once every term.
- Reviewing pupils' individual progress towards their goals, on their personalised provision plan; every 12 weeks.
- Organising transition meetings for pupils with SEND before they start a new school year.
- Organising transition meetings for children who are moving schools/
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to pupils at Wateringbury are available to pupils with special educational needs and disability either with or without an Education, Health and Care Plan. The school will conduct a risk assessment prior to the trip to enable the safe participation of the pupil in the activity. All pupils are encouraged to take part in sports

day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

At Waterringbury we use the Mainstream Core Standards to advise us 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 advised in Education, Health and Care Plans.

It is our intention to ensure that the curriculum and learning environment are appropriate for all children. We have the following in place:

Building

- Accessibility to the building from the playgrounds
- Additional disabled toilet facility
- Disabled parking facilities by main entrance
- Upgraded lighting in classrooms
- New playground equipment for climbing and strengthening arms
- Quiet break-out areas established in ICT suite, library and atrium
- Improved group teaching areas
- Safe Space for out-of-class calming time
- Nurture camp

Curriculum

- Adapted curriculum: individual learning pathways for children not working within their year group programme of study
- CPA approach in maths for all learners
- Educational visits available to all
- Higher profile of outdoor learning and practical approach to teaching
- Child centred approach to learning
- Ensure a coherent curriculum so knowledge builds year on year so that the learning is linked, is relevant and can be used to formulate own ideas
- Personalised curriculum and timetables

How pupils with disabilities are supported:

- Arrangements for the admission of disabled pupils – we invite all children to look round the school. We demonstrate what we can provide and discuss ways of adapting the school environment to suit the disabled child's needs.
- The school ensures risk assessments and health care plans are put in place for children with a temporary disability.
- We are an inclusive school and we ensure that all children are treated equally regardless of their disability.
- The school has ramps so that all areas can be accessed and we have disabled toilets to assist disabled pupils.
- Please follow the link to see the school's accessibility plan: [Accessibility-Policy.pdf \(waterringbury.kent.sch.uk\)](https://www.waterringbury.kent.sch.uk/Accessibility-Policy.pdf)

5.13 Support for improving emotional and social development

At Wateringbury, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, through direct teaching for instance PSHE, SEAL, Collective Worship, school council and class circle time. We believe that every conversation an adult has with pupils throughout the day should develop rapport, self-confidence and mutual respect.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the play leads (year 6 pupils) to promote teamwork/building friendships etc.

Some pupils might require additional support in this area therefore we can provide the following: access to counselling, Play Therapy, Draw and Talk, therapy dog, mentor time with a member of staff, bereavement support, external referral to CYPMHS and time-out space for pupil to use when upset or agitated.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school has engaged with the following agencies in order to meet pupil's SEN and support families: -

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Access to drop-in surgeries with specialist teachers
- Educational Psychologist
- Paediatrics
- Education specialists
- School inclusion advisor

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher first, followed by the SENCO and finally the headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

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

Trained staff can 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 it provides parents/ carers with an opportunity to feel confident to express their views and wishes about education and future aspirations. They can be contacted on:

HELPLINE: 03000 41 3000,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

Email: iask@kent.gov.uk

Website:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service/contact-Information-Advice-and-Support-Kent>

5.17 Contact details for raising concerns

At Waterringbury, we encourage parents/carers to discuss their concerns 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/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Contact details:

SENCO: rbryant@wateringbury.kent.sch.uk

Headteacher: headteacher@wateringbury.kent.sch.uk

Chair of the governing body: Godfrey Pain gpain@wateringbury.kent.sch.uk

5.18 The local authority local offer

The local authority's local offer is published on kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

6. Monitoring arrangements

This policy and information report will be reviewed by Rachel Bryant (SENCo) **every year**. It will also be updated if any changes to the information are made during the year. Its renewal and implementation are overseen by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour

This policy also links to the parent information booklet on class adaptations.