



SEVENOAKS PRIMARY SCHOOL

Special Educational Needs & Disability Policy

Policy Title	SEN & Disability Policy
Policy Reference	SEN Code of Practice 2015
Parent Consultation	February 2017
Function	For Information and Guidance
Status	Statutory
Audience	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
Ownership / Implementation	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Staff Responsible	Rowena Banks (SENCo)
Review Frequency	Annual
Approved by Learning and Development Team	July 2019
Date Approved by Full Governing Body	July 2019
Date for Review	June 2020

At Sevenoaks Primary School, we firmly believe that every teacher is a teacher of every child, including those with SEN.

What are special needs?

All schools have to follow the SEN Code of Practice (2015) which states that:

a child or young person has special educational needs (often called 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:

Has a significantly greater difficulty in learning than the majority of others of the same age; or

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 institutions.

SEN Code of Practice (2015)

The SEN Register

Where a child meets these criteria, after consultation with parents, they will be added to our SEN Register (called **SEN Support**). NASEN (the National Association of Special Educational Needs) says that “pupils are only identified as SEN support if they do not make adequate progress once they have had all the interventions/ adjustments and good-quality, personalised teaching”.

For some children who have more complex needs, an Education, Health and Care Plan (known as an **EHCP**) may be needed. For children who are either SEN Support or who have EHCP, **High Needs Funding** may be required if the school’s provision exceeds £6000. This provides top-up funding to cover additional costs of supporting that child. We work in partnership with parents/carers and value their contribution as we work together to achieve the best outcome for their child.

The Code of Practice describes the four areas of need a child may have:

Communication and interaction
Cognition and learning
Social, emotional and mental health
Sensory and/or physical

A child may have needs in one area or more than one. We use a process known as **Assess Plan Do Review**.

Assess

We start by identifying a child’s strengths and areas where they may need support. This may be as a result of pupil progress meetings in school or meetings with parents and carers, including parent consultations. Research shows that identifying a child’s needs early leads to greater success in school; as a result, we endeavour to recognise children’s needs early so that they can receive targeted support.

We also use in-school assessments, observations and discussions (see **Glossary** below). Sometimes we may use assessments from other professionals such as the Community Paediatrician or the Specialist Teaching and Learning Service.

Plan

We plan collaboratively with parents/ carers, teachers, SENcos and other professionals working with the child. All children will be set targets to meet their needs. Initially, this will be recorded on the class **provision map**, which is updated three times a year. For those children added to the SEN register, an **SEN profile** document will be written. For children requiring a higher level of support, a **personalised plan** will be written. All of these documents will be shared with parents and parental contributions are valued.

Where additional external agency support is required, a referral to **LIFT** may be made. Alternatively, we may refer a child to **Early Help**, the Community Paediatrician, Speech and Language etc. These professionals usually set targets or make recommendations for further support.

Do

Most children will be supported with Quality First Teaching within the classroom. This means that a child is given a range of strategies, including visual prompts, small group learning opportunities and pre-teaching within the classroom environment. Teaching assistant support is part of this offer. For children requiring additional support, they may take part in **interventions** outside the classroom for short periods of time. Information about the interventions used within school can be found in the **School Offer** document.

Teachers are given regular training to support a range of needs within their class. If particular training is required for a specific need, that is also given. In addition, individual resources may be given to children within the classroom, such as wobble cushions and ear defenders. Reasonable adjustments under the Equality Act (2010) will be made as needed. The school's Behaviour Policy gives further details of the support we provide for children with additional needs.

Review

We review the progress of all children at pupil progress meetings. These take place three times a year with the child's teacher, phase leader and SENco. We also regularly review progress and provision with parents/ carers. This takes place at parent consultations twice a year and at additional meetings as needed. Where appropriate and possible, the child's thoughts and feelings are also taken into account. We also use the child's learning and class observations to inform discussion. Additional review meetings are set up as required.

If an intervention is not having an impact on the child, we may put another intervention/strategy in place to support them, or request further support.

Parent support

Details of the Local Offer for Kent may be found at the following website:
<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK) are able to provide support for parents/ carers:
<https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

Glossary

SEN	Special Educational Needs
SEN Support	This is the first stage of support on the SEN register
EHCP	Education Health Care Plan. This is a statutory document outlining the strengths and needs of a child and recommended provision.
High Needs Funding (HNF)	This is the funding received by the school to support a child who requires
SEN/ SEND	Special Educational Needs/ Special Educational Needs and Disabilities
Annual Review	The EHCP is reviewed every year by school and parents/carers
SEN profile	A document outlining the needs of a child who is SEN Support. It also suggests strategies which might help the child and records the targets they are working towards.
Provision map	This is a document detailing the targeted support being provided to children in a class and their progress towards the targets set at the start of the provision.
Personalised plan	This is a document detailing the targets, support and progress of a child who has a higher level of need.
Early Help	An external agency who can support children and families.
LIFT (Local Inclusion Forum Team)	This is a panel of local SENcos, educational psychologists, specialist teachers and representatives from the Local Authority. We bring children's cases to these panels to request advice and further support.
STLS (Specialist Teaching and Learning Service)	This is a team of teachers with expertise in each of the four areas of need. They offer advice and support for the child, their family and the school.

Roles and Responsibilities

SEN governor – Ian Harby

Assistant Head (Inclusion) – Rowena Banks

SENco – Sophie Matthews

SEN Assessment – Carol Cullis

SEN Admin – Sue Thompson

The SEN team can be contacted via the school office or via senco@sevenoaks.kent.sch.uk.

“Building resilience and lifelong learning”



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