



## SEN&D Information Report 2023/24

### What are the aims of our provision in regards to pupils with special educational needs and/or disability?

The aims of our policy and practice in relation to special educational need and disability in our school are:

- ✓ To ensure that all pupils receive a broad and balanced curriculum and are able to reach their best potential.
- ✓ To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.  
<https://www.gov.uk/government/collections/national-curriculum>
- ✓ To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need: Communication and interaction, Cognition and learning, Social, mental and emotional health, Sensory/physical
- ✓ To make reasonable adjustments for those with a disability to enable them to access the curriculum and the environment.
- ✓ To provide a secure and caring environment which allows children to develop the interdependence and confidence to face new challenges positively.
- ✓ To monitor and respond to parent/carers' and pupils views in order to evidence high levels of confidence and partnership.
- ✓ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

### Legislation and guidance

This 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

### Definitions

A pupil has SEN&D 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 the others of the same age, or
- 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.

### What are the contact details of our Inclusion Leader?

The Inclusion Leader at Slade Primary School is Catherine Barber.

Catherine Barber can be contacted on 01732 350354 or [cbarber@slade.kent.sch.uk](mailto:cbarber@slade.kent.sch.uk)

### What kinds of SEN&D are provided for?

Our school currently provides additional and/or different provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The school currently also meets the needs of pupils with an Education, Health and Care plan with the following special educational needs including:

- Autism Spectrum Condition
- Speech Language and Communication Needs
- Cognition and Learning Difficulties
- Physical and Sensory Difficulties
- Complex Medical Needs
- Downs Syndrome

In addition, the school has a specialist resource provision for hearing impaired children which caters for several pupils with Education Health and Care plans in this area.

### How do we identify pupils with SEN&D and assess 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 make regular assessments of progress for all pupils and this will be discussed and analysed in termly pupil progress meetings where staff will 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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. If following high quality teaching and targeted support, pupils continue to make inadequate progress, we will use a further range of assessment tools to determine the cause of the learning difficulty and plan next steps. This will be decided upon in consultation with parents.

### How do we consult and involve pupils and parents?

- All Parent/carers will receive a written report once a year.
- All Parent/carers are invited to two parent consultation meetings per year.
- Early discussions with the Inclusion Leader regarding pupils with possible SEN&D where needs will be explored and next steps planned for.
- All parents/carers of pupils with SEN&D are invited to discuss the progress of their children three times a year at provision plan review meetings.
- Parents/carers of pupils with an Education, Health and Care Plan will be invited to take part in an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents /carers.
- Pupil's views will be sought and they will be involved in the arrangements made for them as part of person-centered planning. However, parent/carers 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.

### How do we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behavior
- 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### How do we support pupils moving between phases and preparing for adulthood?

- Visits arranged to pre-school placements by EYFS staff
- Home visits for Reception children

- Extended visits to Reception Class in summer term before September admission if required
- Transition meetings between EYFS staff and pre-school placements including the Inclusion Leader and other professionals if required
- Transition plans – extended visits to secondary school and meetings between secondary/primary school staff
- Close liaison with all other settings involved in transition – good exchange of information
- Inclusion Leader consults with SEN department of secondary schools before admission in to Y7.

### What is our approach to teaching pupils with SEN&D?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. 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. In addition, we follow the advice from external agencies such as the specialist teacher service and implement the strategies described in individual Educational Health Care Plans.

We also provide the following support and interventions:

- Words First
- Phonics
- Precision Teaching
- BEAM
- Sensory Circuits
- Time to Talk
- Socially Speaking
- Weekly sessions for groups/individuals delivered by a Speech and Language therapist
- Follow up speech and language sessions including Speech and Language Link interventions and Chatty Magpies delivered by the designated Speech and Language TA
- EAL support and interventions delivered by the designated Speech and Language TA
- One to one tutoring
- Small group teaching
- Use of ICT software learning packages e.g. Spell Zone

### How do we adapt the curriculum and learning environment?

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Improvements/changes to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided e.g. disabled toilet facilities, lift to first floor classrooms, and ramps/slopes to different levels
- Timetabling adjustments to allow for adaptations to be made if any areas are inaccessible to individuals/groups

Please see our accessibility plan for additional detail.

### **What additional support for learning is available to pupils with SEN&D?**

- We have TAs trained to deliver a wide range of interventions.
- TAs will support pupils in small groups when specific needs are identified.
- For identified children, it may be appropriate for them to access specialist teaching with their deaf peers in the SRP. This is reviewed at pupil progress meetings and children are carefully selected based on the most recent data.
- For some pupils, with a high level of need, the local authority will top-up funding for pupils (Higher Needs Funding). This may provide 1:1 support for the pupil.
- For those children with a high level of need who require highly differentiated learning, we provide a personalised curriculum designed to specifically meet their individual needs.
- If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents and schools will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget.
- We work with a wide range of agencies to provide additional support e.g. NHS Children's therapies, STLS and the Kent Educational Psychology Service.

### **What expertise and training have our staff received in relation to children and young people with SEN&D, and how is this secured?**

Teachers and teaching assistants have had the following awareness training:

- Dyslexia
- Speech and Language
- ASC
- ADHD
- Deaf Awareness/BSL
- Visual impairments
- Mainstream Core Standards

In addition, some teachers and teaching assistants have received enhanced and specialist training. A list of which member of staff has attended which training is available from the CPD Leader. Examples of training attended include:

- Teacher of the Deaf and specialist trained TAs in hearing impairment
- Language for Learning

- Supporting pupil with a physical impairment
- Supporting pupil with a visual impairment
- Dyslexia
- BEAM
- ADHD
- Supporting a pupil with Down Syndrome
- Dyspraxia
- Zones of Regulation
- Social Stories
- Precision Teaching

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: Tonbridge and Malling Specialist Teachers, Educational Psychologists, Speech and language therapists, Occupational Therapists, Physiotherapists. The cost of training is covered by the notional SEN funding or High Needs Funding.

#### **How do we secure 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.

#### **How do we evaluate the effectiveness of SEN&D provision?**

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

- Reviewing pupils' individual progress towards their goals each term using B Squared where appropriate
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the Inclusion Leader
- Using provision maps to measure progress and review provision 3 times year
- Holding annual reviews for pupils with EHC plans

#### **How do we enable pupils with SEN&D to engage in activities available to those in the school who do not have SEN&D?**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip to Carroty Wood.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- 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 pupils in the activity.

### What support is available for improving emotional and social development?

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

- Playtimes/lunchtimes are seen as an important part of the day
- Playground games
- Playground Leaders encourage children to participate in play
- Pupil council representatives from each class
- Pupil voice – children meet regularly with Head teacher/SLT
- House points awarded for positive behaviour
- Lunch Club encourages social interaction, turn-taking and cooperation
- Specific interventions e.g. Time to talk, Socially Speaking, Nurture Forest School

For some pupils with the most need for help in this area we also can provide the following:

- Access to our School Counsellor
- Support from our FLO or a senior member of staff
- An identified time-out space for pupils to use when upset or agitated
- Accessing support from external agencies such as the Specialist Teaching & Learning Service
- Early Help and Preventative Services
- Referral to Child Health, Community Pediatrics or the School Nursing Service.

### How do we work with other agencies?

We have current regular contact with the following services who give us support and advice:-

- Specialist Teaching and Learning Services (STLS)
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists and Physio Therapists
- CYPMHS
- Educational Welfare Officer
- School Health Service
- We have links with a range of schools offering specialist provision for advice if required
- Early Help and Children's services
- Local Inclusion Forum Team Meetings (LIFT) or local STLS surgeries offer
- The Inclusion Leader can use the LIFT process to raise specific pupils and gain advice and support from agencies such as the Specialist Teacher Service and Education Psychologists.

### What are the arrangements in place for complaints about SEN&D provision?

The normal arrangements for the management of complaints at Slade Primary School are used for any complaints about provision made for Special Educational Needs. We encourage parents/carers to discuss

their concerns with the Class Teacher, Phase Leader, Inclusion Leader or Head teacher 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 & 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. Please refer to the Complaints Policy for further details.

### **What are the contact details of support services for parents of pupils with SEN&D?**

Information Advice and Support Kent provides a free and confidential, information, advice and support service, for parents/carers of a disabled child or a child with Special Educational Needs and to children and young people up to age 25 who have a Special Educational Need or disability. Their 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 413000 Office: 03000 412412 E-mail: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<https://www.iask.org.uk/>

### **What are the contact details for raising concerns?**

[office@slade.kent.sch.uk](mailto:office@slade.kent.sch.uk)

[Senco@slade.kent.sck.uk](mailto:Senco@slade.kent.sck.uk)

### **Where is the local authority local offer published?**

The local authority's local offer is published on [www.kent.gov.uk/education-and-children/special-educational-needs](http://www.kent.gov.uk/education-and-children/special-educational-needs). Parents / Carers without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

### **What are our monitoring arrangements?**

This information report will be reviewed by the Inclusion Leader **every year**. It will also be updated if any changes to the information are made during the year.