PENSHURST CE PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

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Contents

1. Aims
2. Legislation
3. Definitions
4. The kinds of SEND for which provision is made
5. Identification and assessment of pupils with SEND
6. Making provision for pupils with SEND whether or not they have EHC Plans
7. Roles and responsibilities of the SEND team
8. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured
9. Information about how equipment and facilities to support children and young people with SEND will be secured
10. The arrangements for consulting parents of children with SEND about, and involving them in, their education
11. The arrangements for consulting young people with SEND about, and involving them in, their education
12. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
13. 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 SEND and in supporting the families of such pupils
14. The contact details of support services for the parents of pupils with SEND and children and young people with SEND up to age 25 (Code of Practice 6.39)
15. Arrangements for supporting pupils with SEND in transferring between phases of education
16. Information on where the local authority's local offer is published

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/or a disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation

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:

- Positive Behaviour Policy
- Child Protection & Safeguarding Policy
- Complaints Policy
- Equality Objectives
- Accessibility Plan

This policy was developed with the engagement and participation of the SENDCo, a governor with specific oversight for SEND, parents, teachers and teaching assistants.

This policy will be reviewed annually.

3. Definitions

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 (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)*

4. The kinds of SEND for which provision is made

At Penshurst CE Primary School, we can make provision for frequently occurring SEND without an Education, Health and Care Plan, for instance, dyslexia, dyscalculia, dyspraxia, speech and language needs, ASC, ADHD, anxiety and behaviour difficulties. There are other kinds of SEND which do not occur as frequently, and with which the school is less familiar, we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with Education, Health and Care Plans with the following kinds of SEND: Specific Learning Difficulties (SpLD), Autistic Spectrum Condition (ASC), Attention Deficit/Hyperactivity Disorder (ADHD) and SEMH.

Decisions on 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 do not discriminate against or disadvantage disabled children or those with special educational needs.

5. Identification and assessment of pupils with SEND

At Penshurst CE Primary School, we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all pupils at various points e.g. KS1 phonics screening and tracking, speech and language link, spelling and reading, as well as NFER assessment tools.

Where progress is not sufficient, even if SEND has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are frequent readers, phonics support, focus maths groups and reading provision.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools including; CAT testing, The YARK Reading Assessment, The Dyslexia Portfolio, The Dyscalculia Assessment Tool, Working Memory Scale and the British Picture Vocabulary Scale. At Penshurst CE Primary School, we also have access to external advisors, specialist teachers, assessment tools and specialist assessments to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan if required and reviewed regularly or refined/revised if necessary. At this point, we will have identified that the pupil has SEND because the school is making special educational provision for the pupil which is additional and/or different to what 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 SEND. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with SEND. With any change or identification of SEND parents will be notified and we will work in partnership to get the most appropriate support for the child in order for them to have every opportunity in meeting their full potential, whatever that may be.

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.

6. Making provision for pupils with SEND whether or not they have EHC Plans, including; How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

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

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Arrangements for assessing and reviewing the progress of pupils with SEND

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with SEND may have more frequent assessments of reading age (PM reading), spelling age etc. Using these assessments, 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 SEND support plan will be reviewed and adjusted.

The school's approach to teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. 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 SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Penshurst CE Primary School, the quality of teaching is judged to be 'Good' in our last Ofsted inspection (Ofsted, November 2022).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

https://www.kent.gov.uk/education-and-children/special-educational-needs/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 tutoring/precision teaching/mentoring, small group teaching, use of ICT software learning packages and apps. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.

How the curriculum and learning environment is adapted for pupils with SEND

At Penshurst CE Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with SEND. 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 have made the following improvements as part of the school's accessibility planning: a disabled toilet, disabled access to all newly built areas of the school, braille notices in and around the school and the installation of a reflection garden.

Areas identified for targeting in 2026-2027 are the following:

- Barriers to learning, for pupils with SEND, must be identified, reduced and progress monitored regularly in co-operation with the governing body.
- Effective monitoring and tracking of all children, including those with SEND, ensure that underachievement is identified early.
- The emotional wellbeing of all our children will be a school priority.

Additional support for learning that is available to pupils with SEND

As part of our budget, we receive 'notional SEND 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 SEND support. The amount of support required for each pupil to make good progress will be different in each case, a full list of the interventions we can offer is on our SEND information report. In very few cases 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 should provide top up to the school. This 'top up' or High Needs Funding (HNF) can be accessed on application by the SENDCo, providing there is sufficient evidence of need. Children with EHCPs do not automatically receive funding. Any additional funding must be applied for by the SENDCo from HNF.

How the school enables pupils with SEND to engage in activities of the school (including physical activities) together with children who do not have SEND

All clubs, trips and activities offered to pupils at Penshurst CE Primary School are available to pupils with SEND either with or without an EHCP. 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.

Support that is available for improving the emotional and social development of pupils with SEND

At Penshurst CE 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 Personal Social Health Education (PSHE), and indirectly with all conversations, adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following: mentor time with a trusted member of staff, external referral to CAHMs, play therapy, Spurgeons counselling, Relax Kids and nurture-based teaching approaches.

Pupils in the early stages of emotional and social development because of their SEND 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.

7. Roles and responsibilities of the SEND team

The SENDCo

The SENDCo at Penshurst CE Primary School is Emma Hamill, she is one of our co headteachers with previous SEND experience and holds the following qualifications: BA in Linguistics, Masters of Arts Teaching English with QTS and is currently undertaking the National Award for SEN Co-ordination. She has worked at the school since September 2022.

Emma Hamill is available by email - senco@penshurst.kent.sch.uk. Her working days are Wednesday - Friday.

They will:

- Work with the Co Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this 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
- 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 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

The SEND governor

The SEND governor at Penshurst CE Primary School is Mrs Sophie Curra.

The SEND governor will:

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

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENDCo to review each pupil on the SEND register's progress and development and discuss any changes to provision
- Ensuring they follow this SEND policy

8. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

The SENDCo ensures that all staff receive regular updates and yearly training on SEND processes and procedures and attends pupil progress meetings throughout the year to further support staff. The SENDCo attends a variety of training and information sessions each year and cascades the information to staff.

A yearly staff audit of need is undertaken. 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, Educational Psychologist, speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, the education people and members of the specialist teaching and learning services (STLS) at Valence School. The cost of training is covered by the notional SEND funding.

9. Information about how equipment and facilities to support children and young people with SEND will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND 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.

10. The arrangements for consulting parents of children with SEND about, and involving them in, their education

All parents of pupils at Penshurst CE Primary School are invited to discuss the progress of their children on two occasions a year, during this time appointments will also be available to book with the SENDCo which provides parents of children who are on our SEND register a chance to discuss or be updated on any progress or concerns. All parents also receive a written report once per year. In addition, we are happy to arrange meetings outside of 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 necessarily imply that the pupil has SEND. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having SEND because special educational provision is being made and the parent will be invited to the planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an EHCP 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.

11. The arrangements for consulting young people with SEND about, and involving them in, their education

When a pupil has been identified to have SEND 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.

12. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

The normal arrangements for the treatment of complaints at Penshurst CE Primary School are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with the class teacher in the first instance. If this is not satisfactory, the SENDCo or Headteacher can try 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 (SEND), 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 EHCP 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.

13. 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 SEND 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
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice

- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team etc
- Membership of local SENDCo forum

14. The contact details of support services for the parents of pupils with SEND and children and young people with SEND up to age 25 (Code of Practice 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 SEND and to children and young people up to age 25 who have SEND.
Trained staff can provide impartial legally based information and support on educational matters relating to SEND, 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
Office: 03000 412412
E-mail:-iask@kent.gov.uk

www.kent.gov.uk/iask

15. Arrangements for supporting pupils with SEND in transferring between phases of education

At Penshurst CE Primary School, we work closely with nursery and pre-school 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.
We also contribute information to a pupils' onward destination by providing information to the next setting such as provision maps and pupil passports.
It is important that Year 6 children and their families on our SEND Support/register have additional support to aid a smooth transition to secondary school. Students Passports that contain SEND information as well as SEND files are sent to the ongoing secondary schools, these are discussed with parents and relevant information from home also included. In previous years, we have supported children by arranging additional taster sessions with secondary schools where needed. We have also provided a transition meeting between secondary school liaison staff and the Year 6 teacher and SENDCo if appropriate. It is our intention to continue with this support, tailoring it where necessary to meet the needs of our most vulnerable children.

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

The local authority's local offer is published on KCC's website, parents without internet access can make an appointment with the SENDCo for support to gain the information they require.

https://www.kent.gov.uk/education-and-children/special-educational-needs

https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer