



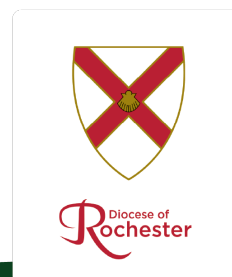
Policy Document

Shorne Church of England Primary School

SEND Policy & Information Report

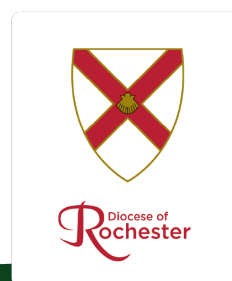
March 2024

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1. Introduction

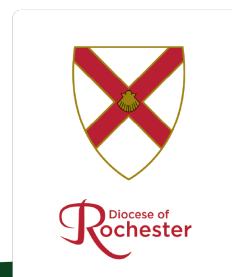
This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015 (updated 2020) and the following legislation:

- 🛡️ [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](#), (updated 2020) which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

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

- 🛡️ Admissions Policy
- 🛡️ Behaviour Policy
- 🛡️ Equalities Policy
- 🛡️ Safeguarding and Child Protection Policy
- 🛡️ Teaching and Learning Policy
- 🛡️ Medical Conditions and Disabilities Policy
- 🛡️ Data Protection and Confidentiality Policy
- 🛡️ Homework Policy
- 🛡️ Complaints Policy
- 🛡️ Accessibility Policy and accompanying Accessibility Plan

This policy was developed with direct involvement of the SENDCO, and in participation with the SEND Governor and parents of children with and without Special Educational Needs, to ensure as far as possible that this policy represents the viewpoint and the needs of parents of children at Shorne C of E Primary School. This policy will be reviewed annually.



2. Aims and Objectives of the SEND Policy and Information Report

Our SEND policy and information report aim to:

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

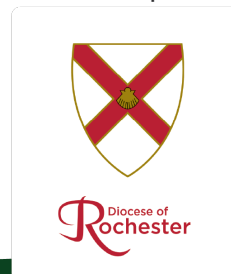
At Shorne C of E Primary School we aim to raise the aspirations and achievements of all our pupils, regardless of their SEND status. We have high expectations of all our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we strive to support each and every child to the best of our abilities, so that all our children can maximise their potential, despite any barriers to learning that they may have.

Our core Christian values of Respect, Community and Resilience are carefully interwoven into all aspects of the curriculum. We offer a broad and balanced curriculum which is inclusive, engaging and enriching for all pupils, to ensure they are prepared for the next stage in their lives.

3. Definition of SEN and Disability

The SEND Code of Practice 2015 (updated 2020) defines 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 has:

- a significantly greater difficulty in learning than the majority of others of the same age
- 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 (SEND Code of Practice 2015 (updated 2020), p.15)



Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as:

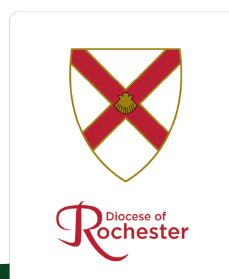
'... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

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'. SEND Code of Practice (2015, p16)

4. The SEND Co-ordinator (SENDCo)

The SENDCo will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Hold responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those with EHC plans.
- Provide professional guidance to members of staff and parents to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and direct staff members to appropriate documentation in order to fulfil this approach.
- 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 has up to date records of all pupils with SEND.



5. Roles and responsibilities within Shorne C of E Primary School

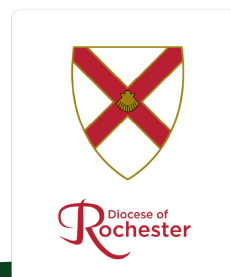
5.1 The SEND Governor

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 Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school.

To do this she will endeavour to:

- understand how the responsibilities for SEND provision are shared within the school.
- meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.
- discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs and disabilities.
- observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life.
- take opportunities to meet and talk with parents of SEND children.
- keep informed about developments in the area of special educational needs, nationally, locally and within the school.



5.2 The Head of School

The Head of School 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.

5.3 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's progress and development and decide on any changes to the provision.
- Ensuring they are following the SEND policy.

Other important roles and responsibilities are:

- Designated Safeguarding Leader – Head of School
- Deputy Designated Safeguarding Leader – Deputy Head of School
- Designated staff responsible for managing Pupil Premium funding – Deputy Head of School

6. SEND Information Report

6.1 SEND Provision at Shorne C of E Primary School

At Shorne C of E Primary School, we can make provision for every kind of frequently occurring SEND without an Education, Health and Care Plan. The Mainstream Core Standards are used across the school and Quality First Teaching is implemented daily in all classrooms by all



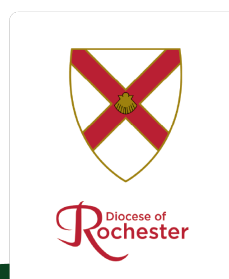
teachers and teaching assistants to ensure specific approaches are applied in allowing all SEND children to access the curriculum and learning environment, thus providing the opportunity for progress to be made.

There are other kinds of Special Educational Needs which do not occur as frequently and with which the school may be less familiar, but we can access training and advice from a variety of sources so that these kinds of needs can be met.

The school currently meets the needs of several children with Education, Health and Care Plans. Decisions on the admissions of children with and EHCP are made by the Local Authority. The admission arrangements for children without an Education, Health and Care Plan do not discriminate against, or disadvantage disabled children or those with special educational needs.

We currently provide additional and/or different provision for the following range of needs:

- 🛡️ **Communication and Interaction** – Children with speech, language and communication needs (SLCN) and children with Autistic Spectrum Disorder (ASD).
- 🛡️ **Cognition and Learning** – Learning difficulties cover a wide range of needs, including specific learning difficulties (SpLD) such as dyslexia and dyscalculia, moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties.
- 🛡️ **Social, Emotional and Mental Health** – ADHD as well as social and emotional difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- 🛡️ **Sensory and / or Physical Needs** – children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.



At Shorne C of E Primary School, whilst we acknowledge that the four categories of need defined above broadly identify the 'primary areas' of need, we also consider carefully the needs of the whole child. This will include not just their special educational needs, but, as importantly, their social and emotional wellbeing.

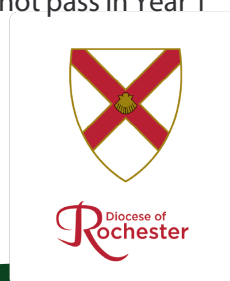
Other areas (*not* SEN) that may / do impact on progress and attainment:

- 🛡 Medical Conditions
- 🛡 Attendance and Punctuality
- 🛡 Health and Welfare
- 🛡 English as an Additional Language (EAL)
- 🛡 Being in receipt of the Pupil Premium
- 🛡 Being a looked-after child
- 🛡 Being looked-after child, subsequently adopted
- 🛡 Being a child of serviceman / woman

6.2 Identification and assessment of children with SEND

At Shorne C of E Primary School we monitor and assess the progress of all pupils six times a year to review their academic progress. We also use a range of additional assessments with all the pupils at various points to ascertain children's progress, examples of which include:

- 🛡 Year R Baseline assessment – Term 1
- 🛡 Year R Speech-Link and Language-Link screening – Terms 1 and 2
- 🛡 Year R BEAM screening – Terms 3 and 4
- 🛡 Year REYFS End of Year National Assessment – Term 6
- 🛡 Year 1 Phonics Screening test – Term 6
- 🛡 Year 2 retaking of Phonics Screening for those that did not pass in Year 1



- 🛡️ Year 4 Multiplication Tables Check
- 🛡️ Years 1, 2, 3, 4, 5 and 6 NTS assessments (2 times per year)
- 🛡️ Year 6 SATs Reading; Writing; Grammar, Punctuation and Spelling and Maths – Term 6

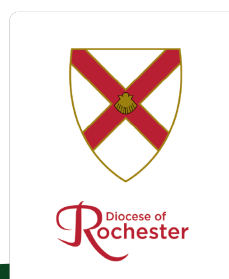
Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 🛡️ 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.

The SEND Code of Practice 2015, 6.17 (updated 2020)

This may include progress in areas other than attainment, for example, social needs. Where progress is not sufficient, even if a SEND has not been identified, we put in place extra support to enable the child to catch up. Some examples of, but not limited to, extra support provided are:

- 🛡️ additional small group phonic sessions (Little Wandle)
- 🛡️ small group adult supported Maths and English sessions
- 🛡️ adult supported daily reading (Paired reading)
- 🛡️ Lego Therapy
- 🛡️ Counselling (Helen Doyle)
- 🛡️ Dog mentoring
- 🛡️ Drawing and Talking Therapy
- 🛡️ BEAM (Balance, Education and Movement)
- 🛡️ Clever Fingers



- 🛡️ Sensory Circuits
- 🛡️ Colourful Semantics
- 🛡️ Speech and Language interventions/TalkBoost
- 🛡️ Social Skills and Friendship skills

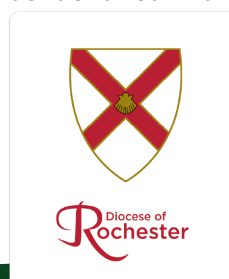
Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Shorne C of E Primary School we are experienced in using the following assessment tools. Some examples include, but are not limited to:

- 🛡️ Speech Link and Language Link
- 🛡️ BEAM
- 🛡️ Dyslexia Gold

In addition, we have access to external advisors such as Specialist Teachers, Pediatricians, the School Nurse who are able to use more specific and detailed assessment tools to ascertain the nature of a child's barriers to learning. We also have an external Speech and Language therapist in school at least once per term.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a personalised learning plan and reviewed, refined and revised regularly (a minimum of three times a year). At this point we will have identified that the pupil has a special educational need, because the school is making special educational provision for the pupil which is *'additional and 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 a special educational need. 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. When any alteration regarding the identification of SEN is made, parents will be notified in writing.

6.3 Provision for children with SEND

How the school evaluates the effectiveness of its provision for such pupils:

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

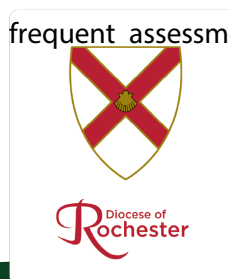
6.4 Arrangements for assessing and reviewing progress of children with SEND

At Shorne C of E Primary School, we follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCo 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 behaviour
- 🛡 Other teacher's assessments
- 🛡 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

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.

Every child in the school has their progress reviewed regularly. In addition to whole class assessments and reviews, children with SEND may have more frequent assessments of



progress towards targets on their personalised plans. The results of these will inform any necessary adjustments to their personalised plan and provision.

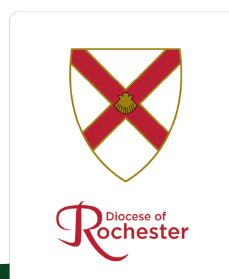
Parents of all children identified as having SEND will have the opportunity to meet the child's class teacher/SENDCO at least three times per year. For pupils with an Education, Health and Care Plan, there will be a formal annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision and will include input from external agencies, wherever possible. This 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 collation of all annual review evaluations of effectiveness will be reported to the Governing Body in the SENDCO's Annual Report.

6.5 Consulting children with SEND and their parents – involvement within provision and education

All parents of pupils at Shorne C of E Primary School are invited to discuss the progress of their children on two formal occasions a year and receive a written report each year. 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 provisions will be recorded, tracked and evaluated by Class Teachers and shared with parents at parent consultations.

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. The conversation ensures that:

- 🛡️ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- 🛡️ We take into account the parents' concern
- 🛡️ Everyone understands the agreed outcomes sought for the child
- 🛡️ Everyone is clear on what the next steps are



Notes from these early discussions will be added to the pupil's records.

We will then formally notify parents when it is decided that a pupil will receive SEND support. Provision will be recorded on a personalised plan which will be shared with parents and reviewed with them a minimum of three times per year. All information will be made accessible for parents and both parents and pupil will have the opportunity to include their voice on the personalised plans.

6.6 Supporting children with SEND moving between phases

At Shorne 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 this transition as seamless as possible. Where possible we will visit the child's existing setting on a number of occasions as deemed appropriate. This may include the Head of School, SENDCO, class teacher and any relevant support staff as we deem necessary. In addition, we would encourage the parents and child to come and visit us before the transfer date to familiarise themselves with the school environment and working school day. A number of planned visiting days can be arranged as deemed necessary by ourselves, the parents and child.

We contribute information to a pupils' onward destination by providing information to the next setting. We welcome and actively encourage the pupil's onward setting to visit us to discuss the needs of the pupil and to observe / meet with the pupil in school. The SENDCO also attends the Gravesham transition days organised by the Specialist Teaching and Learning Service where pre-schools, primary and secondary schools meet to discuss the transition of pupils with SEND. Parental consent is always gained before sharing pupil information.

6.7 The school's approach to teaching pupils with special educational needs

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality good teaching, appropriately differentiated and resourced 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. Shorne C of E Primary School regularly and carefully reviews the quality of teaching for all



pupils, including those at risk of underachievement, through formal and informal lesson observations, book and planning scrutiny. This also 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. SEND Code of Practice 2015 (updated 2020, 6.37)

At Shorne C of E Primary School the quality of teaching was judged to be good in our last Ofsted inspection (March 2023) and the school continues to work to maintain and improve our standards.

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

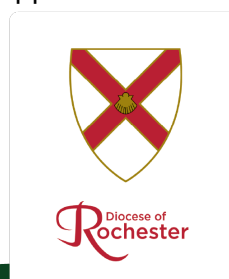
In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. speech and language support, one to one support, precision teaching, small group support, Lexia Reading Support program, mentoring, use of ICT software learning packages. These are delivered by teaching staff employed partly as a result of funding provided to the school as 'notional SEND funding'.

6.8 Additional support for learning

Kent County Council (KCC) provides the following clarification of what constitutes SEND support:

'SEND support is intensive and personalised intervention which is required to enable the child/young person to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges). Each CYP identified as SEND Support will have outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement.'

KCC expects every setting to make a provision for a CYP as and when they require it, irrespective of their special educational need. Additional teaching opportunities or the filling



of gaps in learning due to absence or not making the progress that is not expected is not considered to meet the criteria for SEND support; it should be normal practice in schools.

At Shorne C of E Primary School, we have several teaching assistants who are trained to deliver interventions such as LEGO Therapy, Sensory Circuits, SpeechLink, LanguageLink, BEAM, Precision Teaching and Clever Fingers. Teaching assistants will support pupils on a 1:1 basis when a child is working considerably below age related expectations or where a child's need requires a significant amount of support because a personalised curriculum is required, or attention and behaviour causes disruption to their learning.

If additional assessment or advice and support are required, we may request support through our termly LIFT meeting. Parents are consulted and permission sought to discuss a pupil at this meeting.

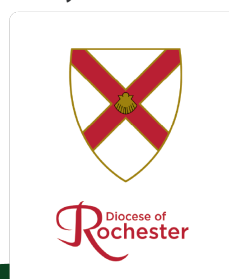
6.9 Adaptations to the curriculum and learning environment

At Shorne 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.

We currently have a sensory and one-to-one room for children with Autism and sensory needs which is equipped with appropriate resources and lighting. The school has an Accessibility Policy with accompanying plan which is updated and reviewed biannually and as required to meet the needs of our pupils.

We also 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 and content of the lesson.
- 🛡 Adapting our resources and staffing.
- 🛡 Using recommended aids such as laptops, coloured overlays, visual timetables, larger font and pastel backgrounds.



- 🛡️ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

6.10 Securing equipment and facilities

Where external advisers recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek the advice of the KCC Communication and Assistive Technology team.

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 meet the Mainstream Core Standards.

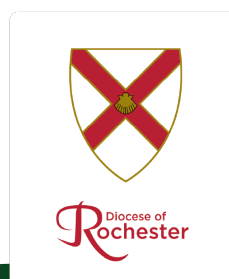
The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school in the form of higher needs funding (HNF).

6.11 Evaluating the effectiveness of SEND provision

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

- 🛡️ Reviewing pupils individual progress towards their goals each term
- 🛡️ Reviewing the impact of interventions after 12 weeks
- 🛡️ Monitoring by the SENDCO (this includes book looks, observations and regular meetings with staff)
- 🛡️ Using provision maps to measure progress
- 🛡️ Holding Annual Reviews for pupils with EHC plans

6.12 Expertise and training of staff in relation to children with SEND

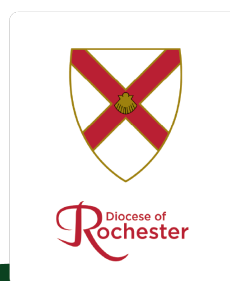


Our SENDCo has 2 years' experience in this role has worked at Shorne C of E Primary school for 13 years, teaching across Key Stage 1 as well as being a member of the Senior Leadership Team. The SENDCo is allocated 2.5 days per week to manage SEND provision.

All teachers and teaching assistants have had the following awareness training - Safeguarding and Child Protection Training, Mainstream Core Standards and classroom strategies for teaching children with SEND. All teachers and TAs also attend whole Trust training days. In addition, some or all teaching assistants have been trained in Team Teach and to provide the targeted support and interventions listed in this policy. During the last academic year, staff have received training in the following enabling them to deliver SEND provision:

- 🛡️ Dyslexia
- 🛡️ Precision Teaching
- 🛡️ Speech and Language
- 🛡️ Sensory Circuits
- 🛡️ Lego Therapy
- 🛡️ Drawing and Talking
- 🛡️ AET Autism (Autism Education Trust)
- 🛡️ Girls and Autism
- 🛡️ Self-regulation/Zones of Regulation

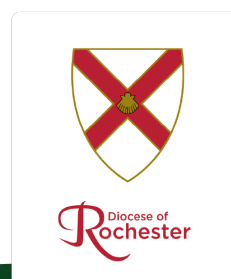
Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are the Specialist Teaching Service who specialise in the four categories of SEN, Speech and Language Therapy Service, in school Speech and language therapist, NHS Occupational Therapy Service, Physiotherapists, the School Nurse and specific medical teams. The associated cost of any training is covered by the notional SEND funding.



6.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All clubs, trips and activities offered to pupils at Shorne C of E Primary are available to pupils with SEND either with or without an EHC 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.

- ✔ We ensure that all staff are aware of the responsibilities as teachers of children with SEND under the SEND Code of Practice 2015 and Teachers' Standards 2011 through staff training, performance management and pupil progress meetings
- ✔ We ensure that as a school we uphold the core values of inclusive practice to ensure that all children have equal access to the curriculum and this includes extra-curricular activities such as Breakfast Club, after school clubs, school trips and residential trips
- ✔ All pupils are encouraged to take part in Sports Day, sports tournaments and educational workshops and experiences
- ✔ We ensure that we have an Accessibility Plan in place which is reviewed at least annually and when required based on the needs of the children in our care
- ✔ As a Church of England school rated good at our latest SIAM inspection, we ensure that our Mission Statement is adhered to by all staff and pupils so that all staff and pupils are aware that it is not acceptable to discriminate against anyone based on their level of ability or disability, race, colour, gender, sexual preference or socioeconomic background
- ✔ Our Curriculum Drivers, which underpin the design of our curriculum, are COURAGE, OPPORTUNITY, RESILIENCE and DIVERSITY
- ✔ We promote positive relationships through our PSHE / SMSC curriculum and our values of RESPECT, COMMUNITY and RESILIENCE to develop an understanding of diversity and equality in all its forms
- ✔ We promote an understanding of the rights and responsibilities of individuals through our PSHE / SMSC curriculum and core Christian values
- ✔ We ensure that lessons are differentiated and resourced appropriately to meet the needs of all our learners of all ability levels so that they can succeed, progress and are challenged daily across the curriculum



- 🛡️ We adapt the learning environment to meet the needs of our most vulnerable children including those with SEND
- 🛡️ We listen to the pupil and their parents regarding their additional needs to ensure they are satisfied with the level of care and quality of education provided

If your child has already been identified as having a special educational need or disability before they enter school, they will be admitted to Shorne C of E Primary School in line with the school's Admissions Policy which follows the over-subscription criteria for all Kent Community and Voluntary Controlled primary schools.

Details of these can be found at: <http://www.kent.gov.uk/education-and-children/schools/school-places/primary-schoolplaces> or for further advice:

Telephone: 03000 41 21 21

Email: kentonlineadmissions@kent.gov.uk

We will use the induction meetings prior to the child formally starting at school to work closely with parents to ascertain how we as a school can best meet the child's specific needs.

We ensure that no child is discriminated against and has equal opportunities to achieve their full potential regardless of race, colour, gender, sexual preference, disabilities, special educational needs or socio-economic background.

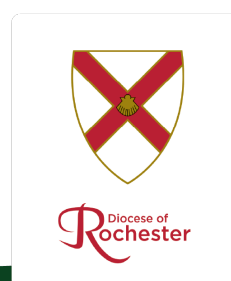
The admissions arrangements for children with Education, Health and Care Plans are the responsibility of Kent County Council. For advice on the arrangements to admit your child into school, you should contact your local SEND Officer through your local Additional Educational Needs and Resources offices which is listed below:

Districts of Dartford, Gravesham and Sevenoaks

Address: North Kent SEN Team, Joynes House, 1 - 4 New Road, Gravesend, Kent DA11 0AT

Telephone: 03000 419345

Email: SENNorth@kent.gov.uk



Please note: If your child is going through statutory assessment you should not assume an EHCP will be issued. You should therefore apply for a school place at primary school in line with the Kent Education Authority over-subscription criteria detailed above in Section 8 above. If you fail to do so and your child does not receive an EHCP you may not get a place later when you do apply for the school of your preference as all the places may be filled.

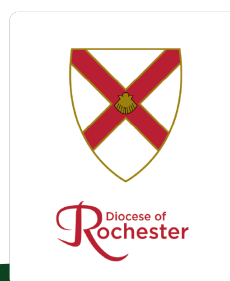
6.14 Support for improving emotional and social development

At Shorne 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 PSHE / SMSC (Personal, Social, Health and Emotional: Social, Moral, Spiritual and Cultural) and our school's Christian Values - and indirectly with 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 e.g., Mentor time with a member of staff team, external referral to Kent School Health, timeout space for a pupil to use when upset or agitated (Sensory room or outside area), nonverbal communication cards, Lego Therapy, Drawing and Talking, Time to Talk, Sensory Circuits, School Therapy dog, social skills support, lunchtime nurture club etc.

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.

Pupils with SEND are also encouraged to join the School Council and Eco Club. For some pupils with the most need for help in this area we also can provide the following: social skills group, friendship skills group, personalised workstations, personalised visual resources and external referral to the Kent Health Team, if we feel necessary. We have a zero-tolerance approach to bullying.



6.15 Working with other agencies to meet the needs of children with SEND

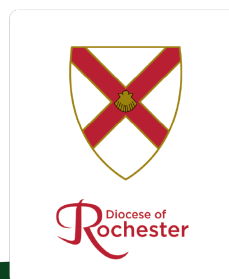
The school and governing body have engaged with the following bodies:

- free membership of the Local Inclusion Forum Team (LIFT) for access to advice and the specialist teaching and learning service
- free access to the Early Help Team to enable the engagement of specialist services such as Family Action, Young Healthy Minds, Porchlight etc.
- Speech and Language Therapist
- link to Disabled Children's Service for support to families for some pupils with high needs
- ability to make ad hoc requests for advice from Educational Psychology Team, Communication and Assistive Technology Team, etc.
- membership of professional networks for the SENDCO e.g. SENDCO forum, SENDCO local consortium, NASEN etc.
- School counsellor

7. Complaints about SEND provision

The normal arrangements for the treatment of complaints at Shorne C of E Primary School should be followed for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, then with the SENDCo and / or the Head of School 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.



8. Contact details of support services for parents of children with SEND

There are support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32 (Parent Partnership Services) via the **Information, Advice and Support Kent (IASK)**, previously Kent Parent Partnership Service (KPPS). They provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

They can be contacted via:

HELPLINE: 03000 41 3000 (Monday to Friday, 9.00am – 5.00pm)

Office: 03000 412 412

E-mail: iask@kent.gov.uk

Website: <http://www.kent.gov.uk/education-and-children/special-educationalneeds/who-to-contact/Information-Advice-and-Support-Kent>

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

9. Contact details for raising concerns

In the first instance, we encourage parents and carers to discuss their concerns with their child's class teacher. Should they require further support, they are directed to contact the SENDCo, followed by the Head of School. Contact details are available on the school website and via the school office.

10. The Local Offer

The Local Authority's Local Offer is published on the Kent County Council - Local Offer at:

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

Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

