



SEND Information Report 2022

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: Accessibility Plan, Behaviour Policy, Educational Visits Policy, Anti Racial Policy, Equal Opportunities Policy, Feedback Policy, Assessment Policy, Child Protection, Single Equality Statement, Safeguarding Policy, Health & Safety, Curriculum and Homework.

This policy was developed with representatives from the governing body and teaching staff and will be reviewed annually.

The SEN Governor is Mrs Nikki Sheraton

| Class | No Pupils | SEN Support | No Pupils SEN with EHCP | No of Pupils with HNF |
|-------|-----------|-------------|-------------------------|-----------------------|
| R | 7 | 0 | 0 | 0 |
| | | | | |
| 1 | 18 | 1 | 0 | 0 |
| | | | | |
| 2 | 10 | 3 | 1 | 1 |
| | | | | |
| 3 | 15 | 1 | 0 | 0 |
| | | | | |
| 4 | 12 | 5 | 2 | 2 |
| | | | | |



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| | | | | |
|---|----|---|---|---|
| 5 | 11 | 3 | 1 | 1 |
| | | | | |
| 6 | 13 | 3 | 0 | 1 |

Definition of SEN

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. *SEND Code of Practice (2015 p 15)*

Definition of disability

Many children and young people who have SEND 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' *SEND Code of Practice (2015, p16)*

There are two levels of Sen as set out in SEND Code of Practice 2015: SEN with Support and SEN with an Education and Health Care Plan.

"SEN support is an intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or 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."



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Having completed the Assess, Plan, Do, Review process if the support is not sufficient to enable progress then the school may wish to apply for an Education Health Care Plan (EHCP). The local authority will conduct an EHC needs assessment if they think that your child may have special educational needs and that those needs might need the support of an EHCP. The local authority must complete the assessment within 16 weeks and, if it decides to issue an EHCP, do so within 20 weeks of the original request.

The link below gives more information regarding Special Educational Needs support.

<https://www.kent.gov.uk/education-and-children/special-educational-needs/assessments-and-statements-of-special-educational-needs#tab-1>

1 The kinds of special educational need for which provision is made at the school

At Shoreham Village School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties, physical disabilities and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar such as chromosomal and genetic anomalies, however we can access training and advice to ensure that each individual's needs can be met.

The school is able to meet the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need: global learning difficulties and speech and language difficulties with dyslexia, and dyspraxia, Autistic Spectrum Disorder. Decisions on the admission of pupils with a statement of special educational need / 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.

2 Information about the policy for identification and assessment of pupils with SEND

At Shoreham Village 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 the pupils at various points. School Baseline Assessment is carried out in the first 6 weeks of reception. The Y1 phonics screening is done in June of year 1. CAT's are done in Year 5. A Year 4 Times Table test in the summer term and Key Stage 1 SAT's are completed in Term 5 of Year 2. Key Stage 2 SAT's are completed in May of Year 6.



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Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group or one to one booster sessions in writing/reading/spelling/maths, phonics and fine and gross motor skills. In addition, teachers may choose to provide specific pupils with more targeted in class support to embed understanding and help plug any Covid 19 related gaps.

Specific interventions include:

Read Write Inc

Numicon

Plus 1/ Power of 2

The Nessler Learning Programme

Lexia

Toe by Toe

Clicker 6

The Teodorescu Handwriting Programme

Volunteer Reading

Clever fingers

Sensory Circuits

BEAM

Zones of regulation

Sensory Stories

Talk Time

Therapeutic Art sessions

Lego Therapy

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 learning difficulty. At Shoreham Village School we are experienced in using the following assessment tools to gather more information: Speechlink, LanguageLink, the Test of Auditory Processing (3), Dyslexia Screening, The Dyslexia Portfolio, York Assessment of Reading Comprehension (YARC), Cracking the Code (Maths), Boxall Profile and the Leuven (well-being and engagement scales).

We have access to external advisors: Specialist Teachers in: Cognition & Learning, Emotional Social and Mental Health, Communication and Interaction and Physical Impairment; Speech



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and language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists and Counsellors.

These advisors are able to use the following assessments and make detailed analysis of their findings.

The BPVS (The British Picture Vocabulary Scales)

The WRIT (The Wide Range Intelligence Test)

WRAT (The Wide Range Ability Test)

BAS (British Ability Scales)

Hedderly Sentence Completion Test

TOWRE (Word Reading)

CTOPP (Phonological Awareness/Memory/Rapid Naming)

CELF (Clinical Evaluation of Language Fundamentals)

ACE (Assessment of Comprehension and Expression)

TAPS 3 (Test of Auditory Processing)

Renfrew Action Picture Test

Boxall

The purpose of these more detailed assessments 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, included on the provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have decided to what extent of support is required and whether or not the pupil/s will be added to our SEND register or remain in our focus group of pupils to continue with an intervention and to be monitored closely.

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 requiring additional support for which they would be monitored closely. If the pupil is able to maintain good progress without the additional and different resource he or she will not be identified with special educational needs. When any change in identification of SEN is made parents will be notified.

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. There will be regular reviews of additional provision involving the SENCO, teaching and support staff. Parent and where appropriate pupil views will also be sought.



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3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Personalised plans for children with SEN are reviewed at least 3 times a year. Each review will be informed by the views of the pupil, parents, teaching assistants and class teachers and the assessment information from the teachers which will show whether adequate progress is being made.

The *SEND 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 SEND governor.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs and disability may have more frequent or detailed assessments of progress. Using these assessment results it will be possible to see if pupils are increasing their level of skill in key areas. If these assessments do not show adequate progress is being made the interventions will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

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 SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Shoreham Village School the quality of teaching is judged to be good.

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



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<http://www.kelsi.org.uk/inclusion-and-special-education-needs/special-educationalneeds/local-inclusion-forum-teams>

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, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Shoreham Village 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 an Education, Health and Care Plans.

As part of our requirement to maintain the appropriateness of our curriculum and learning environment, any new buildings or improvements must comply with DDA requirements. Contractors employed to make any changes must also comply with DDA standards. The Governing Body constantly monitor and review the appropriateness of the building in light of pupils needs. As a result of the monitoring many improvements have already been made and future improvements to the building, curriculum and staff training have been highlighted:

- 1) Ensure all playground equipment is maintained and replaced if broken.
- 2) Ensure all curriculum leaders are knowledgeable and able to identify areas to improve the planning and teaching of their subject with SEN being a focus.
- 3) Ensure training is relevant to all abilities and needs are shared across all staff.
- 4) Observe and liaise with HT regarding quality first teaching with a specific SEN focus.
- 5) Focus and monitor the number of SEN pupils working toward and achieving greater depth.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching and support within the classroom is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring short term interventions or SEND support. The amount of support required for each pupil



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to make good progress will be different in each case and a variety of the interventions will be used and recorded on the personalised plan. 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.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

The school is committed to the principal of inclusion for all pupils. All clubs, trips and activities offered to pupils at Shoreham Village School are available to pupils with SEND either with or without an Education, Health and Care 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

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Shoreham Village 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 of our school 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 will also do our best to provide time out space for pupils when upset or agitated, access to a counsellor, mentor time with an identified member of staff or external referral to support via Early Help, School Health or CAHMS.

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 may require additional and different resources, beyond that required by pupils who do not need this support.

At Shoreham Village School we promote Metacognition and encourage pupils to consider not only 'what' they are learning but also 'how' they are learning it. This is taught hand in hand with our Relationships and Health Education curriculum (RHE) through a structured programme called My Happy Mind. It is a science backed programme that helps to prepare today's children for tomorrow's world by building resilient, balanced and happy minds.



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4 The name and contact details of the Inclusion Team

The SENCO at Shoreham Village School is Becky Bass, who is a qualified teacher and who gained the National Award for SEN Co-ordination in November 2017.

Becky Bass is available Tuesday, Wednesday, Thursday and Friday mornings. She can be contacted anytime on senco@shoreham.kent.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Recent training accessed by the school staff from external providers has included:

Read, Write Inc: aa synthetic phonics programme

Nessy Learning programme: a reading and spelling support for children with a dyslexic profile.

Adapting Teaching for Multi-sensory Learning

Lego therapy

Communicate In Print

Dyslexia Awareness Training

Sensory Circuits

ASC Awareness Training

Emotional Literacy

BEAM

Pathological Demand Avoidance

Dyscalculia

Speech & Language

Mindfulness

Attachment Disorder

MIND

Mental Health

Well Being Toolkit

Certificate in Therapeutic Play

Anxiety

Effective Listening

Positive Manual Handling



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PDA/ASC Training
Philosophy for Children
SEND and Learning Behaviours

Through a yearly audit of training we are able to review and address further training needs.

In addition the SENCO has received the following enhanced and specialist training

- Language For Learning (enhanced)
- Managing Behaviour within the Primary Setting (enhanced)
- Supporting pupils with SLCN within the mainstream classroom
- Child Protection/ Safeguarding
- Incredible 5 Point Scale
- Supporting ASC through PECS
- Making memories
- Dyspraxia
- Assessment Tools and Purpose
- Supporting a child with ADHD
- Positive behaviour strategies
- Supporting pupils with hearing impairment
- TEACCH training
- Dyscalculia

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

- Valence School
- The Education People
- Specialist Teaching and Learning Service
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Dyslexia specialists
- Sevenoaks Partnership

6 *Information about how equipment and facilities to support children and young people with special educational needs will be secured*



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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.

7 *The arrangements for consulting parents of children with special educational needs about, and involving them in, their education*

All parents of pupils at Shoreham Village School are invited to discuss the progress of their children three times a year and receive a written report three times a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, many 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. Early intervention is a key part of addressing children's' needs. All such provision will be recorded and evaluated. Pupils with SEN support or an EHC Plan will have all interventions recorded on a personalised plan which will be reviewed, and evaluated and shared with parents three times per year.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil.

8 *The arrangements for consulting young people with special educational needs about, and involving them in, their education*

When a pupil has been identified to have special educational needs 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.

9 *The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school*

The normal arrangements for the treatment of complaints at Shoreham Village School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher in the first instance, the SENCO and the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.



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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 and Health 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.

10 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 special educational needs and in supporting the families of such pupils

The SENCo on behalf of the governing body has the opportunity to liaise with the following bodies as required:-

- Free membership of LIFT for access to specialist teaching and learning service • Purchase Agreement with Educational Psychology service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of SENCO forum and other professional networks e.g. NASEN

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 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 special educational needs and to children and young people up to the age of 25 who have special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social



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care. The aim is to empower parents to make informed choices about their children's education and communicate confidently.

IASK is overseen by a steering group, half of which must be parents.

They can be contacted on:

Helpline: 03000 41 3000

[How We Can Help You | IASK](#)

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Primary Transitions

At Shoreham Village 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 the transfer as seamless as possible.

The class teacher liaises with the preschool during terms 5 and 6 and where necessary transition meetings are held with parents, SENCo and or external agencies to ensure that provision is identified and in place for transfer to school.

Secondary Transition:

We also contribute information to a pupil's onward destination by providing information to the next setting. The SENCo and the Year 6 teacher meet with staff from the receiving schools to ensure there is a good transfer of information and to plan for any additional provision for Year 7. Once again transition meetings can be held including parents, school staff and other agencies involved. Personalised transition arrangements such as additional visits to the receiving School can be arranged. Pupils are also prepared for transition to secondary school through direct teaching approaches during the summer of Year 6. Where possible schools are invited to attend the Year 6 Annual Review for pupils with Education, Health and Care Plans.

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

The local authority's local offer is published on:

[SEND information hub - Kent County Council](#)



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The local authority's offer gives children and young people with special educational needs or disabilities and their families information about what support services are available in their area.

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

Reviewed: September 2022

Next Review: September 2023