

Special Education Needs & Disability Policy/ SEND information report

Luddenham Primary School



EVERY CHILD CAN ACHIEVE

Written by:	Louise Johnson (SENCO)	Date: Autumn 2025
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Introduction

This policy outlines the aims and objectives, strategies and stakeholders involved in ensuring that pupils with Special Educational Needs and disabilities (SEND) are provided for effectively at Luddenham School.

This policy is written in line with the requirements of: -

Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents>

SEN Code of Practice 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

SI 2014 1530 Special Educational Needs and Disability Regulations 2015

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

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 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Schools Admissions Code, DfE 1 Feb 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275598/school_admissions_code_1_february_2012.pdf

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

<http://www.legislation.gov.uk/uksi/2012/1124/contents/made>

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

<http://www.legislation.gov.uk/uksi/2013/2912/contents/made>

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

-Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Home Learning Policy, Complaints Policy, Well Being and Involvement Policy, Accessibility Policy and Attendance Policy.

This policy was developed in collaboration with parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Aims of this policy:

- To support and uphold the strong ethos of being a fully inclusive school in which all children can access an education which enables them to reach their full potential
- To inform Parents, Pupils, School Staff, Governors, L.E.A. and Support Agencies how we work to ensure that the needs of pupils with SEN are met
- To encourage a collaborative and positive partnership between all those involved in the care and provision of pupils with SEND
- To contribute towards an atmosphere of high expectations, encourage acceptance, respect and sensitivity to individual needs
- To ensure that Luddenham Primary School works in line with County Guidelines and the SEND 2015 Code of Practice
- To operate a robust and consistent approach to SEND

- To identify the roles and responsibilities of all staff involved in the provision for pupils with SEND.

Objectives of this policy:

- To identify all pupils with a possible, SEND at the earliest possible opportunity
- To assess and continuously monitor the needs of the individual child making full use of outside agencies and a full range of assessments
- To identify and provide a well targeted continuing programme of CPD in relation to SEND
- To value and take into account the wishes and views of the pupil (being mindful of his/her age and level of understanding)
- To work in close partnership with parents, external agencies, previous educational establishments and advisors
- To fully implement advice regarding SEND provision that we are given by outside professional agencies
- To implement strategies and classroom environments which enable pupils to feel happy and secure so that they can learn and develop
- For all class teachers to confidently take responsibility for the provision of pupils with SEND in their class
- To include pupils with SEND in all aspects of school life
- To implement a graduated approach to SEND provision
- To identify and remove barriers to learning for all pupils
- To facilitate the full involvement of parents/carers in provision for their child by ensuring that they understand our SEND procedures and practices and have regular meetings with us to discuss these needs.

Definition of SEND

A child or young person has special educational needs 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 16)*

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 they 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, page 16)

The range of special educational needs that we make provision for

Most children identified with SEND will fall into one of the following broad categories of SEND, but some have more than one area of need. These are the areas of SEND recognised in the 2015 Code of Practice.

- Communication and Interaction (Speech/Language and Autistic Spectrum Disorders) (C&I)
- Cognition and Learning (General Learning and Specific Learning Difficulties) (C&L)
- Physical and Sensory Impairment (PSI)
- Social, Emotional and Mental Health (SEMH)

At Luddenham School, we currently make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyscalculia, dyspraxia, speech and language needs, autism, learning difficulties, ADHD, sensory integration and social & emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which we are less familiar, but we access training and advice so that these kinds of needs are fully met. We also currently meet the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: communication and interaction difficulties, global development delay, behavioural needs and sensory & physical needs.

Admission arrangements for all pupils and do not discriminate against, or disadvantaged, disabled children or those with special educational needs.

Our cycle of SEN provision

We always aim to identify a special educational need as soon as possible; the importance of this really cannot be over emphasised. If we are able to address needs early, the educational outcomes in later years will be improved.

Our first approach to teaching children with SEND is always quality first teaching;

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 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’.

SEND Code of Practice (2015, 6.37)

At Luddenham School, we follow the Mainstream Core Standards:

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

Classroom teaching is monitored, regularly to ensure that high standards, in line with the Mainstream Core Standards, are maintained and consistent. Where a special educational need is identified, we have a graduated approach. This is a 4-part cycle which has the ultimate aim of providing us with a thorough understanding of the pupil’s needs and of what supports the pupil to make good progress and achieve the best possible outcomes.

Our approach follows the following format:

1. Identify and assess (the needs of the individual child)

- A range of assessments are used with all the pupils at various points of the year such as the Year 1 phonics screening, Speech Link, Language Link, Leuven Scales, Boxall Profiles, spelling and reading age tests.
- Parents are, consulted to gain further information. Then consent is sought to seek further advice from other educational settings or outside agencies.
- We will talk to the pupil to obtain their feelings and views.
- The SENCO will then observe the child. This may be in the classroom or on the playground. The SENCO will also look at the child's exercise books.
- School staff who are involved with the pupil will also be consulted.
- Previous assessment data will also be scrutinised.

All of these strategies will help to give us an overall picture of the child, i.e., their strengths as well as their weaknesses. This will help to ensure that our assessments of need and provision are as accurate and effective as possible from the very start.

2. Plan (for provision)

Strategies are, planned for pupils that are not making the expected progress that will address the areas of difficulty, even if a special educational need has not been, identified. At this stage, planning will be, done on the whole class provision map. As well as providing an overview of provision in the class, the provision map helps to inform the deployment of teaching assistants and can be, used to monitor the effectiveness of interventions for the children involved.

Examples of extra support/interventions that we provide are:

- A range of social and emotional well-being interventions. Such as emotional wellbeing group, Lego Therapy and Drawing & Talking. Brain Buddies
- Toe by Toe (To support reading, writing and spelling difficulties)
- Power of 2 (To support maths)
- TRUGS – Teaching reading using games (to support reading, writing and spelling difficulties)
- Clicker 7 (to support reading, writing and spelling difficulties)
- Precision teaching (to support children that struggle to retain information)
- Twinkl Phonics (to support spelling, reading and writing)
- Fizzy NHS Occupational therapy programme (to develop balance and coordination skills)
- Speech and Language (for children that struggle to understand language and/or articulate speech sounds adequately)
- Adapted curriculum (based on the pupil's strengths and interests)
- Clever fingers/hands (to develop fine motor skills)

Following very close monitoring to determine the impact throughout the term, and high-quality targeted teaching, some pupils may continue to make inadequate progress. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. Examples of assessment tools we utilise are:

- Infant and Junior Speech and Language Link
- Dyslexia screen
- Boxall Profiles

If necessary, we are also able to access external advisors who can use more specific and detailed assessments. The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to remove barriers to learning.

If a special need is identified the class teacher and SENCO, in consultation with parents and pupils, will provide interventions or resources that are different from and additional to those provided as part of the schools usual differentiated curriculum. All provision will be, recorded on Class Provision Maps or Personalised Plans.

If you think that your child may have an unidentified special educational need, the first step is to approach their **class teacher** for a discussion.

3. Implement (the planned provision)

The class teacher will be responsible for working with the child on a daily basis ensuring that all planned provision takes place and, as far as possible, additional support will take place in the normal classroom setting. We will ensure that all other teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The SENCO will work closely with the class teacher sharing responsibilities with any external specialist services relevant to the child's needs. A range of different teaching approaches, appropriate equipment, including the use of information technology will be considered. All interventions will be tracked on regularly so that they can be adjusted as soon as the need arises.

4. Review (the effectiveness of provision)

Should be reviewed in line with the agreed review date:

- Impact and quality of support should be evaluated
- Views of pupils and parents should be gathered
- This will then feed back into the analysis of needs
- The class teacher and SENCO will then revise the support.

At whole school level:

The Headteacher and SENCO monitor the implementation of provision through their monitoring schedules, providing feedback to staff. Additionally, progress of pupils is monitored and evaluated **at least three times a year** as part of the school's assessment cycle.

At individual level:

In addition to **the three times per year** that every child is assessed, pupils with special educational needs may have more frequent assessments of reading age, spelling age, etc. Using these, it will be possible to see if pupils are increasing their level of skills in key areas.

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

All pupils with SEND have targets set for them which are informed by the views of pupils, parents, class teachers, and the SENCO. Assessment information will show whether adequate progress is being made within a set period of time. The targets may support academic progress and/or social and emotional development.

We hold parent consultation evenings twice a year and parents of pupils on our SEND register will be invited to attend additional review meetings a minimum of 3x per year. At these meetings pupil support will be informed by the views of parents.

For pupils with an Education, Health and Care Plan, there will also be an annual review of the provision made for the child which will shape future provision.

Adaptations to the curriculum and learning environment for pupils with special educational needs

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 provision plans for pupils with an Education, Health and Care Plans.

Additional financial support for learning that is available for pupils with special educational needs

As part of our budget, we receive 'notional SEN funding'. This funding is, used to ensure that the quality of teaching is of a high standard and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In a 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 funding.

Enabling 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

All clubs, trips and activities offered to pupils are available to pupils with special educational needs 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.

Supporting the emotional and social development of pupils with special educational needs

At Luddenham Primary School we endeavour to enable all pupils to develop emotional resilience and social skills. This is delivered through direct teaching PSHE (Personal Social and emotional curriculum), which is a progressive programme across the whole school. Also, indirectly with every interaction that adults have with pupils throughout the day.

Expertise and training of staff in relation to children with special educational needs

The Special Educational Needs Coordinator is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. Our SENCO is Mrs Johnson and she can be contacted by telephone on 01795 532061 or via email: senco@luddenham.kent.sch.uk

We regularly update awareness training for all teachers and teaching assistants following an assessment of CPD needs.

Equipment, facilities and other forms of support for children with special educational needs

We engage with the following bodies in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

- Specialist Teaching and Learning Services
- Speech and Language Therapy Services
- Kent Educational Psychology Service
- Occupational Therapy Services
- Physiotherapy Services
- School Nursing Services for pupil with requirement for direct therapy or advice
- ISSK (Inclusion Services for Kent)
- Dyslexia, Dyscalculia and Autism specialists
- Early Help to provide integrated support for children, young people and families
- CHYPS (Children and Young Persons Service)
- Virtual Schools Kent for LAC and PLAC children with SEND

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.

Arrangements for consulting parents of children with special educational needs about, and involving them in, their education

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 provision will be recorded, tracked, evaluated on a class provision map and termly strategy reports. If there are no improvements in progress, we will contact parents to discuss the use of internal or external assessments

Parents of pupils with an Education, Health and Care Plans, will be invited to attend an annual review meeting, which is in addition to a minimum of two other review meetings in the school

year. Wherever possible, other agencies involved with the pupil will also attend these meetings. Any information about a child will be fully accessible for parents.

Transition arrangements

Nursery to Early Years Foundation Stage:

- Our SENCO and Foundation Stage teacher will visit nursery settings to gather relevant information.
- In Term 6 there is a new entrant meeting which we encourage all parents/carers to attend. Later in that term parents meet 1:1 with their child's class teacher to be.

Early Years Foundation Stage to Year 1:

- Children make visits to their new classroom in T6 of the FS year. They also have the opportunity to meet their next teacher for a specially planned activity.
- EYFS Class teacher will hand over key information on how best to support the children within their class to the Year 1 teacher.

Transitions to new classes:

- Some children with special needs find the transition to a new class and teacher more challenging than others. These children are provided with an individual transition plan to help reduce anxiety.
- Class teachers hand over key information to the new class teacher about how best to support the children within their class.

Transition to secondary school:

- We arrange visits to the child's new placement for year 6 pupils. Occasionally, when needs are very high, we will arrange for a member of staff to accompany a pupil 1:1 to a secondary placement.
- We also offer a weekly support intervention in term 6 with a focus on various aspects of life in secondary school
- The class teacher hands over key information to the child's new school via the SENCO about how best to support the children within their class as part of transition to their new secondary school.

Arrangements for involving young people with special educational needs in their education

When a pupil has been identified as having 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 child-centred planning. Parents will always play a significant role in this process.

Complaints from parents of pupils with special educational needs concerning the provision made at the school

We encourage parents/carers to discuss their concerns with the relevant class teacher, the SENCO, the family liaison officer, or the Headteacher to resolve the issue before making the complaint formal to the Chair of the Trustees.

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.

Kent County Council's local offer

The local authority's local offer is published on [Special educational needs and disabilities \(SEND\) - Kent County Council](#) . Parents can access more detailed information on how to access local SEND services within the local authority area. Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Support service for the parents of pupils with special educational needs

Kent Parent Partnership Service (KPPS) provides 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. The support service for parents can be contacted via the following numbers:

HELPLINE: 03000 41 3000,

Office: 0300 412412

<http://www.kenttrustweb.org.uk/kpps>