

Barming Pre-School and Primary School

Part of the Orchard Academy Trust



Policy for Inclusion and Special Educational Needs

Headteacher: Mr C Laker Chair of Governing Body: Rev W North	
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Signature of Chair of Governors:	Rev W North
Signature of Headteacher:	Mr C Laker
Policy Author:	Mrs. A Collie Inclusion Manager

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1. Aims

Barming Pre-school and Primary school's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors/Trustees.

At Barming Pre-School and Primary School children are valued in all aspects of their life and learning. Our aim is for all children irrespective of need, to access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to develop their self-esteem and confidence so that they make progress and reach their full potential socially, emotionally, and academically. We believe in equality of opportunity, and we aim to create a supportive, yet challenging environment. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, collaborating with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who can successfully transition to the next phase of their education or adult life. (Appendix 1 – Inclusion Policy Statement)

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)

Special Educational needs and Disability (SEND) Code of Practice 2015:

The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)

Equality Act 2010: [Equality Act 2010](#)

School Admission Code 2021 [School Admission Code 2021](#)

The School Information Regulations: Updated 24/10/24

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

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

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and an inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school is working towards the goal of growing independent young people as they prepare for adulthood. All provision and support at Barming Pre-School and Primary school works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's /Academy's policies published on our website:

- SEN Information Report: [SEND Information Report](#)
- Safeguarding Policy: [Safeguarding Policy](#)
- Behaviour Policy: [Behaviour and exclusion Policy](#)
- Equality Information: [Equality Information](#)
- Accessibility Plan: [Accessibility Plan](#)
- Attendance Policy: [Attendance Policy](#)

3. Definitions

Definition of SEN

'A child or young person has SEN 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 most others of the same age, or
- 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 to mainstream post-16 institutions.

(DfE/DOH 2015: 15-16)

Definition of Disability:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ' a physical or mental impairment which is a long-term and substantial adverse effect on their ability to conduct normal day-to-day activities.' This definition provides a 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.' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Barming Pre-school and Primary school the Inclusion Manager will regularly review the SEN register as part of the Graduated Approach. The Inclusion Manager will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the

school's usual curriculum offer. A pupil on SEN support will not have an education, health, and care plan.'

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health, and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

For further information can be found in our SEND information report: [Send Information Report](#)

4. Inclusion and Equal Opportunity

The school endeavour to provide, review and develop high quality inclusive opportunities. Staff at Barming Pre-school and Primary school will work alongside professional agencies to make provision for pupils both with and without an EHCP with a range of special educational needs. SEN falls within four broad categories of need and provision:

1. Communication & Interaction, including:
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
2. Cognition & Learning, including:
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound & Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia
3. Social, Emotional and Mental Health, including:
 - Attention Deficit Disorder (ADD)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Attachment Disorder
4. Sensory and/or Physical including:
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

For further information on how pupil's needs are assessed using the graduated approach can be found in our SEND information report: [Send Information Report](#)

5. Roles and Responsibilities

Barming Pre-school and Primary school work strategically in line with the Special Educational Needs Code of Practice 2015

The school will ensure that pupils, parents, and carers have:

- Access to impartial information, advice, and support throughout their time in the school to help them make informed decisions and choices about their future.

- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible.

(Area SEND inspections: framework and handbook updated April 2024)

5.1 The person responsible for overseeing the provision for children with SEN is the Head Teacher, Mr C Laker.

The headteacher will:

Work closely with the Inclusion Manager and SEN link governor to determine the strategic development of the SEN policy and provision across the school.

Work with the Inclusion Manager and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.

Ensure the Inclusion Manager has sufficient time and resources to effectively carry out their role.

Work closely with the Inclusion Manager to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.

Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.

Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.2 The person co-ordinating the day-to-day provision of education for pupils with SEN is the Inclusion Manager, Mrs A Collie. Mrs Collie is a qualified teacher and is working towards the National Professional Qualification for SEND. Mrs Colclough assists Mrs Collie in the day-to-day provision for pupils with SEN. Mrs Collie is available on 01622 726472 or via the school office email, office@barming.kent.sch.uk.

The Inclusion Manager has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Barming 's SEN policy and development.

The inclusion manager will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year.
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents, and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN.
- Liaise with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.

- Be the key point of contact for external agencies, especially the local authority and its support services.
 - Ensure the school keeps up-to-date records of all pupils with SEN.
 - Ensure any pupils who have a part time timetable is agreed with parent/carers, is registered on the KELS website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
 - Hold status to have capacity and authority to make change.
 - Ensure genuine coproduction and collaboration with the wider community.
 - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - To keep up to date with key national and local SEN development.
 - Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
 - Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
 - Work closely with other colleagues and SENCOs in their Community of Schools.
- Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.3 Our governing body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015. The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

Help raise awareness of SEN issues at governing board meetings.

Report to and raise awareness of SEN issues raised during monitoring visits and meetings at governing body meetings.

Work closely with the Inclusion Manager and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEN Governor is Mrs M Winder.

As an Academy Trust, the Academy board has legal duties in relation to pupils with SEND and must meet these requirements by virtue of their funding agreement these are set out in the [Children and Families Act 2014](#) and the practice. There is a designated person on the Trust Board who has specific oversight of the school's arrangements for SEND. DfE Academy trust governance guide: updated 2 October 2024 [Academy Trust Governance Guide](#)

5.3 All teachers are teachers of pupils with special educational needs.

Our Inclusion Manager provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher. 'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN 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.' (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Barming Primary school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

- Admissions Policy: [Admissions Policy](#)
- Accessibility Plan: [Accessibility Plan](#)

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school approach to SEN provision

At Barming, provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Barming, we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

8.1 Identification & Assessment

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Barming are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

The process followed at Barming when deciding whether a child has SEND and therefore requires SEND support is outlined in the SEND referral pathway (Appendix 2).

At Barming we aim to identify and assess the needs of all pupils as early as possible to ensure early identification and intervention for any SEN and to support the pupil in making good progress. We use a range of methods to identify and assess needs including discussions with parents/carers and previous settings and outcomes of medical assessments, alongside our internal data.

We use a range of assessments at various points including:

- EYFS Baseline Assessment
- Speech Link
- Language Link
- Year 1 Phonics Screening
- Statutory end of Key Stage assessments
- Year 4 Multiplication Check
- Assessments in maths and reading.

Teachers conduct regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate.
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

Pupil progress meetings are held three times a year where the class teacher meets with a member of the senior leadership team to discuss the outcomes of these assessments, alongside observations made by the class teacher and pupils' wellbeing. Where progress is not sufficient or there are concerns about wellbeing, even if a special educational need has not been identified, we put in place extra support to help pupils catch up. These might involve additional small group or 1:1 support, a task management board, a sloping desk or wobble cushion, visual timetables, coloured overlays, extra sight vocabulary. This is provided as part of normal class practice (Quality First Teaching) and informed by Kent's Mainstream Core Standards.

Some pupils may continue to make slower than expected progress, despite high-quality teaching targeted at their areas of weakness. To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

At Barming Primary School, we are experienced in using the following assessment tools:

- Special Needs Assessment Profile (SNAP) - Specific Literacy Difficulty
- Special Needs Assessment Profile (SNAP) - Maths
- The British Picture Vocabulary Scale (BPVS)
- Speech Link
- Language Link
- Spence Children's Anxiety Scales
- Strengths and Difficulties Questionnaire
- Ravens Matrices (non-verbal reasoning)
- Expressive Vocabulary test (EVT)
- Memory Magic (working memory assessment)
- Boxall Profiling (assessment of emotional needs)
- Reading and spelling age assessments
- Portage profiling

We also have some access to external advisors who may include:

- Specialist Teaching and Learning Service
- Education Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Paediatricians
- School nurse
- Specialist counsellors

Teachers at Barming are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will liaise with the inclusion manager and discuss further supporting strategies that the teacher will use to help the pupil. However, if progress does not improve, the teacher and Inclusion Manager will discuss whether they feel the lack of progress may be due to a special educational need. In this instance, the class teacher and/or inclusion manager, in consultation with the pupil's parents/carers, discuss further support.

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, included in a provision map or individual provision plan, and reviewed/revised regularly. At this point we will have identified the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. It is important to note as stated in the SEND Code of Practice (DfE/DoH, 2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil can 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 can maintain good progress without the additional and different provision, he or she will not be identified as having special educational needs. When any change in identification of SEN occurs parents/carers will be notified.

We will ensure that all teachers, including supply teachers and support staff who work with the pupils with SEN or have an additional need are made fully aware of the provision to be provided and the teaching approaches to be used.

8.2 Provision for Pupils.

What is the approach to teaching and learning for pupils with SEND?

High quality (Quality First) 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. Our school regularly and carefully reviews 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, 2014).

At Barming Pre-School and Primary School, we follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. Information on the Mainstream Core Standards can be found at: <https://Kelsi.org.uk/special-education-needs/inclusion/the-mainstream-care-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 support, small group teaching, and use of ICT software.

All clubs, trips and activities offered at Barming Primary School are available to pupils with SEN either with or without an EHC Plan. Where necessary, the school will use resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. An individual risk assessment may be completed to mitigate risk.

What additional provision is available for pupils?

SEN support is primarily delivered by class teachers through high quality teaching, careful scaffolding and adapted teaching methods, as detailed in the SEN Code of Practice: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' (SEN Code of Practice, 2014). Where a child has been identified as needing additional

support through the process previously detailed, they may access small group or 1:1 support. Examples of this additional support are:

- Reading support - Additional phonics sessions, structured reading schemes, additional reading opportunities, additional comprehension activities, Toe-By-Toe, Stride Ahead, Precision Teaching, Read, Write Inc.
- Writing support – Additional writing activities, additional spelling, grammar, and punctuation (SPAG) activities
- Maths support – Additional maths activities, Number Stacks
- Attention and listening support – Memory Magic, Active Listening
- Physical needs support – Clever Fingers, BEAM
- Social, emotional, and mental health support – social skills groups, turn-taking support, support from the nurture practitioner or counsellor, regular check-ins, use of the Zones of Regulation
- Language and communication support – Language Link, Speech Link, Lego Therapy, support from speech and language therapist
- Sensory needs support – Sensory circuits.

Details of all the interventions offered at Barming Primary School can be found on the Targeted Provisions document (Appendix 3).

At Barming, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills.

For some pupils with high needs in this area we can also provide the following:

- Access to our nurture practitioner and Family Support Worker (Mrs M Selfe)
- Referrals to services such as young carer
- bereavement counselling

Pupils in the early stages of emotional and social development because of their special educational need will be supported to enable them to develop and mature appropriately.

Support from External Agencies

Some children will require support from specialist agencies to help them access the mainstream learning environment. The school works alongside a range of agencies to ensure pupils' individual needs are met, including:

- community paediatrics
- Specialist Teaching and Learning Service
- Speech and Language Therapy
- Occupational Therapy
- Children and Adolescent Mental Health Services
- Slideaway
- Social Services and Early Help

Resources

Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to loan it. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

8.3 Staff Training

All teachers and teaching assistants have had the following awareness training in the last two years: Nurture UK, Colourful Semantics, Precision Teaching, Independent Writing, Makaton signing, Early Interaction and Trauma Informed Behaviour Management.

In addition to this, individual members of staff have had specialist training which includes courses on Dyslexia, Dyscalculia, Autism Spectrum Disorder, and Attachment, Speech, and Language as well as training for interventions such as BEAM, Sensory Circuits, Portage, play therapy and Lego Therapy. Where a training need is identified beyond this, the school will find a provider who is able to deliver it. Training providers we can approach include Special schools, Educational Psychologist, speech and language therapists, occupational therapists, physiotherapist and Specialist Teaching and Learning services, as well as courses provided by the Local Authority, KCC.

8.4 Consulting with Parents and Pupils

Friendly, open dialogue really benefits pupil progress. At Barming we have an open-door policy. All parents of pupils are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition to this, the Inclusion Team, consisting of the Inclusion Manager, Inclusion Assistant and Family Support Worker 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 on the Provision Map software. This will be discussed with parents at Parents Evening.

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. Depending on the outcome of these assessments, a pupil may be identified as having a Special Educational Need and placed on the schools SEN register. If a pupil's assessment shows milder level of need, they will continue to be monitored on an in-school Vulnerable Groups register. Parents/guardians will be invited to all planning and reviews of this provision. The process is outlined in the SEN Referral Pathway (Appendix 2).

In addition to this, parents of pupils with an EHC Plan will be invited to contribute to and attend an Annual Review. These reviews (wherever possible) will include other agencies involved with the pupil, or reports written by other agencies. Class teachers, Teaching Assistants and the Inclusion Manager will also attend. All information will be made accessible to parents.

The school involves the children themselves in planning and in any decision making that affects them. Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year. Parents/carers are likely to play a more significant role in the early EYFS and primary years, with the young person taking more responsibility and acting with greater independence in later primary years.

External support for Parents of SEN Pupils

Information, Advice and Support Kent (IASK) 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. They can be contacted on

Helpline: 0300 041 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

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

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

IASK can also meet you face to face at a suitable time and place, outside of office hours if needed.

Transition

At Barming Pre-School and Primary School, we work closely with the educational settings used by the pupils before they transfer to us or move on to secondary school, to seek or provide information that will make the transfer as seamless as possible. These arrangements may include:

- Visits to pre-schools by Early Years staff and the inclusion Manager
- Arranging for children with EHC Plans to attend a series of visits in Term 6, accompanied by their key worker, in preparation for Term 1
- Meetings with parents and Early Years SENCO.
- Inviting staff to EHCP reviews

We also contribute information to a pupil's onward destination when they leave us at the end of Year 6 or if they transfer to a new school partway through their primary school journey. This may take the form of

- Providing detailed information, including attainment levels
- Arranging meetings with SENCOs or Heads of Year 7.
- Inviting staff to EHCP reviews
- Arranging additional transition visits

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

How do we evaluate provision?

Every pupil in the school has their progress regularly tracked using assessments and through formal Pupil Progress meetings three times a year. In addition to this, pupils with special educational needs may have more frequent assessments of other key areas such as reading, language proficiency and social and emotional well-being to determine cognitive and social or emotional progress where it is not always obvious from National Curriculum assessments. Using these, it will be possible to see if pupils are increasing their level of skill in key areas.

Provision is recorded and reviewed using the Provision Map software, Children on the SEN register will have individualized provision plans which are reviewed three times a year. Each review of provision will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 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 through rate of progress.
- Widens the attainment gap.

If these assessments do not show progress is being made, the plans will be reviewed and adjusted. The Inclusion Manager will monitor the curriculum planning for SEN support and monitor the quality and effectiveness of provision for pupils with SEN through classroom observations, pupil voice, learning walks, work scrutiny and parent/carers feedback.

For pupils with an EHC Plan, one of the three reviews of provision will be in the form of an Annual Review, a multi-agency meeting which will enable an evaluation of the effectiveness of the special provision and whether a mainstream school placement remains appropriate.

At all times teachers and support staff who work closely with the pupils will be made aware of their needs, provision plan outcomes, key strategies, provision, and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely.

This policy and SEN Information Report will be reviewed by Mrs. A Collie every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school website.

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Barming Primary School are also used for complaints about provisions made for Special Educational Needs and Disabilities. We encourage parents to discuss their concerns with the class teacher, the Inclusion Team, or the Head Teacher to resolve the issue before making a 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 EHC 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.

11. Glossary and SEND Acronyms

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND.
- **SEND information report** – a report that schools must publish on their website, which explains how the school supports pupils with SEND.
- **SEND support** – special educational provision which meets the needs of pupils with SEND.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.

Appendix 1

Statement of Inclusion

This policy outlines the school's approach to supporting children with SEND, but Barming Primary School supports the widest definition of inclusion. This definition encompasses the meeting of the needs of all pupils in the school, not just those with SEND but also those from other vulnerable groups, such as those with English as an Additional Language, those from disadvantaged background and Looked After Children.

We strive to deliver a fully inclusive curriculum which celebrates diversity and meets the needs of all learners. The inclusive nature of the school is reflected in all aspects of school life, the values and philosophy of its members and their practices.

Inclusion is not static but an on-going process and so the school's approach to inclusion is constantly evolving. At the heart of this approach is a school-wide acknowledgment that inclusion is the responsibility of everyone within the school and that all pupils are entitled to high-quality teaching, and where appropriate, additional support.

Inclusive practice supports the learning of all pupils and incorporates:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems of early identification of barriers to learning and participation
- High expectation and suitable targets for learners

As with Special Educational Needs, early identification of additional needs or factors impacting on pupils' learning is key and the school may employ the same processes and strategies as those detailed in the SEND policy to identify and support these pupils.

Staff have access to relevant in-house training as well as training delivered by external providers to ensure they are confident in supporting any additional needs pupils may have.

The Inclusion Team, including the Inclusion Manager, Inclusion Assistant, and Nurture Practitioner, are available to support other staff members as they strive to deliver a fully inclusive curriculum, to work directly with children who have a range of additional learning needs or factors impacting on their learning and to support the families of our most vulnerable pupils.

The Inclusion Manager and Head Teacher carefully monitor the progress of all pupils, including those with additional needs, to ensure all pupils are being supported to achieve their full potential.

Pupil Premium Grant

Barming Primary School receives a certain amount of funding each year designed to support us in meeting the needs of and promoting academic, social, and emotional progress in pupils from disadvantaged backgrounds. The school's strategy for Pupil Premium spending is detailed in the Pupil Premium Strategy on the school's website.

SEND Referral Pathway



Appendix 3 **Targeted Provision**

*Please note, these interventions are subject to change over the year

Communication and Interaction

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Speech Link	EYFS, KS1 and KS2 children struggling with speech sound production.	C&I	TA	Until targets are met.	10 mins, 3xWeek	Up to 1:4 (must have the same target sound)	I will produce the X sound correctly in isolation I will produce the X sound correctly in a vowel-consonant blend I will produce the X sound correctly in a word I will produce the X sound correctly in a word within a sentence	I will be able to articulate my wants and needs coherently so I can be understood by a familiar adult I will be able to articulate my wants and needs coherently so I can be understood by my peers I will be able to articulate my wants and needs coherently so I can be understood by an unfamiliar adult	Entry & Exit data – Speech Link Assessment Completed by trained TA.
Language Link	EYFS, KS1 and KS2 children struggling with receptive language.	C&I	TA	Until targets are met.	10 mins, 3xWeek	Up to 1:4 (must have the same target area)	<i>Set in conjunction with Inclusion Manager</i>	I will be able to follow X-step instructions within the classroom I will be able to follow X-step instructions within a learning task.	Entry & Exit data – Language Link Assessment Completed by trained TA.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Lego Therapy	KS1 and KS2 children experiencing social difficulties or issues with turn-taking.	C&I, SEMH	TA	6 weeks	30 mins, 1xWeek	1:3 (Engineer, Supplier & Builder) or 1:4 (Engineer, Supplier, Builder & Evaluator)	I will be able to follow instructions within a structured group task. I will be able to take on a role within a structured group. I will be able to listen to my peers within a structured group task.	I will be able to work successfully with a group on a shared learning task. I will listen to my friends' ideas when working/playing within a group. I will be able to take on a specific role during a group learning task.	Entry & Exit Data – SDQ & Lego Therapy assessment. Completed by Class Teacher. Analysed by Inclusion Manager.
Makaton	KS1 and KS2 children using a total communication approach.	C&I	Trained TA	On-Going	10 mins, 3xWeek	1:1	I will know the Makaton signs for X.	I will be able to communicate my wants and needs within the classroom using Makaton. I will be able to communicate my wants and needs with my peers using Makaton. I will be able to communicate aspects of a learning task using Makaton.	Entry & Exit Data – % of key Makaton signs known. Completed by Trained TA.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
<i>Visuals</i>	KS1 and KS2 children who find verbal instructions difficult to understand or recall	C&I	Class Teacher/ TA					I will recall classroom routines with minimal/no adult support. I will recall classroom instruction with minimal/no adult support. I will successfully manage transitions from one activity to another with some/minimal/no adult support.	

Cognition & Learning

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Precision Monitoring	KS2 children who have struggled with phonics and are still not reading or spelling at an appropriate age or those diagnosed with Dyslexia.	C&L	TA	6 weeks	10 mins, 5xWeek	1:1	I will be able to read/spell X/X High Frequency Words by sight.	I will be able to accurately read reading-age-appropriate texts with increasing independence. I will be able to read written learning tasks instructions with increasing independence. I will correctly spell target high frequency words correctly in my writing.	Exit & Entry Data: Sight recognition of HFW. Completed by TA.
Makaton	KS1 and KS2 children using a total communication approach.	C&I	Trained TA	On-Going	10 mins, 3xWeek	1:1	I will know the Makaton signs for X.	I will be able to communicate my wants and needs within the classroom using Makaton. I will be able to communicate my wants and needs with my peers using Makaton. I will be able to communicate aspects of a learning task using Makaton.	Entry & Exit Data – % of key Makaton signs known. Completed by Trained TA.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Toe-by-Toe	KS2 children who have struggled with phonics and are still not reading or spelling at an appropriate age or who are diagnosed with Dyslexia.	C&L	TA	10 mins, 5xWeek	6 weeks	1:1	I will be able to read X/X High Frequency Words by sight.	I will be able to accurately read reading-age-appropriate texts with increasing independence. I will be able to read written learning tasks instructions with increasing independence.	Exit & Entry Data: Burt Test Reading Age Completed by TA.
Stride Ahead	KS2 children who can decode to the level of an 8-year-old, but because they find decoding challenging, they cannot give adequate effort to comprehension.	C&L	TA	10 mins, 5xWeek	6 weeks	1:1		I will be able to accurately read reading-age-appropriate texts with increasing independence. I will be able to answer questions about a reading-age-appropriate text that I have read.	Exit & Entry Data: Burt Test Reading Age Completed by TA.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
SNIP	KS1 and KS2 children who have not grasped spelling with phonics knowledge and instead require a whole word approach.	C&L	TA	10 mins, 3xWeek	6 weeks	1:1	I will be able to spell X/X High Frequency Words by sight.	I will correctly spell target high frequency words correctly in my writing.	Exit & Entry Data: SNIP Assessment Spelling Test Completed by TA.
Reciprocal Reading	KS2 children who are struggling with reading comprehension or those who are higher ability and need challenging further	C&L	TA	6 weeks	30 mins, 1xWeek	1:6	I will be able to answer questions (related to my role) about an age-appropriate text.	I will be able to answer questions about an age-appropriate text.	Entry & Exit Data: Reading Score Completed by Class Teacher.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Read, Write Inc.	KS1 & LKS2 children struggling to acquire phonics through high quality class teaching.	C&L	Trained TA	Until phonic knowledge is proficient	10 mins, 3x/Week	1:6 (must have similar targets)	I will recognise the following sounds: I will be able to blend the following sounds in words:	I will be able to accurately read reading-age-appropriate texts with increasing independence. I will be able to read written learning tasks instructions with increasing independence.	Entry & Exit Data: RWI Assessment. Completed by TA.
Phonic Readers	KS2 children who have struggled to acquire phonics knowledge and need support with reading and reading comprehension.	C&L	TA	Until series is complete	20 min, 1x/Week	1:1	I will be able to blend the following sounds in words: I will be able to answer questions about a reading-age-appropriate text.	I will be able to accurately read reading-age-appropriate texts with increasing independence. I will be able to answer questions about a reading-age-appropriate text.	Entry & Exit Data: Phonic Reader Assessment. Completed by TA.
Touch Typing (BBC Dance Mat/Easy Type)	KS2 children struggling with handwriting and needing an alternative method of recording	C&L/S & P	TA	Until typing is proficient enough for a typed piece of writing	10 mins, 3x/Week	1:6	I will increase the number of words I can type per minute	I will be able to type X number of sentences during a writing task.	Entry & Exit Data: Typed WPM Completed by TA

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Memory Magic	KS1 & KS2 children who are struggling with working or auditory memory.	C&L	TA	6 Weeks	10 mins, 5x/Week + in-class reinforcement	1:6	<i>Set in conjunction with Inclusion Manager</i>	I will use a learnt strategy to help me recall classroom instructions. I will use a learnt strategy to help me recall learning task instructions. I will use a learnt strategy to help me recall information from a previous learning task.	Entry & Exit Data: Memory Magic Assessment Completed by TA. Analysed by Inclusion Manager.
Number Stacks	KS1 & KS2 children struggling with core maths skills	C&L	TA	Until ARE is scored on the assessment		1:3 (must have similar targets)	I will achieve an age-appropriate score on the Number Stacks assessment for X.	I will apply my understanding of X to learning tasks within the classroom.	Entry & Exit Data: Number Stacks Assessment Completed by TA. Analysed by Class Teacher.
Coloured Overlays	KS1 & KS2 children who have identified visual stress	C&L	Class Teacher/ TA					I will be able to accurately read reading-age-appropriate texts with increasing independence. I will accurately read reading-age-appropriate texts with increasing speed. I will be able to accurately read learning materials with increasing independence.	

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Assistive Technology	KS1 & KS2 children who cannot form written sentences	C&L	Class Teacher/ TA					I will be to record X number of sentences with grammatical accuracy. I will be able to independently record sentences relating to a learning task.	
Task Management Board	KS1 & KS2 children who struggle to recall verbal task instructions	C&L	Class Teacher/ TA					I will complete the steps of a learning task without asking an adult to repeat them.	
Access Arrangements for Tests	KS1 & KS2 children who require additional support to achieve on tests	C&L	Class Teacher/ TA					I will achieve as expected or better on tests.	

Social, Emotional & Mental Health Needs

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Sensory Circuits	EYFS, KS1 and KS2 children who are struggling to settle into class after an unstructured period.	SEMH S&PN	TA	6 weeks	10 mins, Up to 3xDay	1:3	I will learn strategies to help me self-regulate when I am feeling restless/lethargic.	I will settle to learning after a transition within X minutes.	Entry & Exit Data: SDQ & Sensory Circuit Assessment. Completed by Class Teacher. Analysed by Inclusion Manager.
Draw and Talk	KS1 and KS2 children feeling emotionally insecure or experiencing a trauma.	SEMH	Nurture Practitioner	12 weeks	30 mins, 1xWeek	1:1	I will explore & share my feelings with a familiar adult.	I will be emotionally available for learning.	Entry & Exit Data – SDQ & Boxall. Completed by Class Teachers. Analysed by Inclusion Manager.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Check-Ins	EYFS, KS1 and KS2 children who are struggling with SEMH issues or family wellbeing which is impacting on their progress or wellbeing in school.	SEMH	TA/nurturer	Dependent on level of need	Dependent on Level of need	1:1	I will learn strategies to manage my anxiety-based school avoidance. I will report lower levels of anxiety.	I will be emotionally available for learning. I will attend school 90% of the time.	Entry & Exit Data: SDQ & SCAS Completed by Class Teacher. Analysed by Inclusion Manager.
The Incredible Five Point Scale	KS1 and KS2 children struggling to manage their emotions (i.e. anger, anxiety) in a range of situations	SEMH	TA	6 weeks intervention + on-going access to scale in class	30 mins, 1xWeek + in-class reinforcement	1:1	I will identify my body and brain's reactions to different emotions. I will identify strategies to I can use to self-regulate when I am angry/anxious.	I will use my scale to identify how I am feeling. I will implement self-regulation strategies with increasing independence.	Entry & Exit Data: SDQ & Boxall. Completed by Class Teacher. Analysed by Inclusion Manager.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Move & Sit Cushion	KS1 & KS2 children who find it challenging to sit still for extended periods of time	SEMH	CT/TA					I will maintain attention for X minutes during a class input	
Fidget	KS1 & KS2 children who find it challenging to sit still for extended periods of time	SEMH	CT/TA					I will maintain attention for X minutes during a class input	
Personal Sand Timer	KS1 & KS2 children who struggle to stay on task	SEMH	CT/TA					I will complete an adult-directed task within X minutes.	

Sensory and/or Physical Needs

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Clever Fingers	EYFS, KS1 and KS2 children struggling with fine motor skills.	S&P	TA	6 weeks	10 mins, 3xWeek	1:4	I will be able to cut a straight line/zig zag/circle etc. accurately I will be able to thread X in X minutes I will be able to do up X buttons in X minutes	I will be able to use scissors to independently cut out resources in class. I will use appropriate pressure when writing so my writing can be read by an adult I will be able to independently zip up my coat	Entry & Exit Data: Evidence of handwriting, cutting, drawing. Clever Fingers Assessment. Completed by Class Teacher.
The Early Handwriting Toolkit	KS1 children struggling with all aspects of handwriting	S&P	TA	12 weeks	15 minutes, 2xWeek	1:6	<i>Set using objectives from the Early Handwriting Toolkit manual.</i>	I will be able to form all my letters correctly so that a familiar adult can read my writing. I will be able to form all my letters correctly so that an unfamiliar adult can read my writing.	Entry & Exit Data: Early Handwriting Toolkit Assessment & Handwriting Sample. Completed by TA.

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Speed Up!	KS2 children struggling with handwriting, with speed of handwriting	S&P	TA	8 weeks	45 mins, 1xWeek	1:6	<i>Set using objectives from the Speed Up manual.</i>	I will be able to write legibly so my work can be read by a familiar adult. I will be able to write legibly so my work can be read by an unfamiliar adult.	Entry & Exit Data: Speed Up! Assessment & Handwriting Sample. Completed by TA.
Touch Typing (BBC Dance Mat/Easy Type)	KS2 children struggling with handwriting and needing an alternative method of recording	C&L/S &P	TA	Until typing is proficient enough for a typed piece of writing	10 mins, 3xWeek	1:6	I will increase the number of words I can type per minute	I will be able to type X number of sentences during a writing task.	Entry & Exit Data – Typed WPM Completed by TA
BEAM/BEAM Plus Fizzy	KS1 & KS2 children struggling with gross motor skills	S&P	TA	Until programme has been completed	20 mins, 1xWeek	1:6	I will achieve all of Block A/B/C/D/E/F	<i>Set in conjunction with the inclusion manager</i>	Entry & Exit Data – Physiotherapy checklist

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Assistive Technology	KS1 & KS2 children who cannot form written sentences	S&P	CT/TA					I will be to record X number of sentences with grammatical accuracy. I will be able to independently record sentences relating to a learning task.	
Ear Defenders	KS1 & KS2 children who struggle with oral sensory overload	S&P	CT					I will be able to join in with my peers even if activities are loud or overwhelming for me.	