Barming Pre-School and Primary School
Part of the Orchard Academy Trust

Policy for Inclusion and Special Educational Needs

This Inclusion & SEND Policy outlines Barming Pre-School and Primary School's contribution to Kent's Local Offer. can be read alongside our SEND Information Report, which outlines how we implement the Inclusion & SEND Policy.

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
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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.

At Barming Pre-School and Primary School children are valued in all aspects of their life and learning. Our aim is for all children to develop their self-esteem and confidence so that on leaving our school they are equipped with core academic, social, emotional and behavioral skills that they will be able to use in their future. The school has high expectations for all children, and we provide teaching and learning experiences that target each child's needs so that they can reach their potential. We are committed to inclusion and removing any potential barriers to learning and participation. We believe in equality of opportunity, and we aim to create a supportive, yet challenging environment that values differences and recognises the achievements of all children.

2. Legislation and Guidance

This policy is written in line with the requirements of:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015: 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: The School Information Regulations 2024 (Academies)

Kent Local Authority:

The Local Authority's Offer can be found in the SEND Information Report & on the KCC website: Kent's Local Offer

Countywide Approach to Inclusive Education (CATIE) can be found here on the KELSI website: 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 Educations 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.

All schools in Kent are working towards the ultimate 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



3. Definitions

Definition of Special Educational Needs (SEN)

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (Sen Code of Practice, 2015).

A child of compulsory school age or a young person has a learning difficulty if he or she:

a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Sen Code of Practice, 2015).

At Barming, we consider special educational provision to be any provision that is additional to, or different from that generally provided for other children of the same age.

In a very few cases, if a child has a lifelong or significant difficulties that may undergo Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. If the required assessments are carried out, it may lead to an Educational, Health and Care Plan (EHCP) being issued. The decision as to whether the child is eligible for an EHCP will be made by a group of people from education, health and social care. Parents have the right to appeal against any decision made in this process.

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 has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a relatively low threshold and includes more children than many realise: 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' (SEN Code of Practice, 2014).

Special Educational Needs Register

At Barming, 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 child will be placed on the SEN register if the universal and targeted provision the child 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 children who are identified as having a learning difficulty or a disability that requires extra or different help than that normally provided as part of the school's usual curriculum offer. A child on SEN support will not have an education, health, and care plan.

Education, health, and care (EHC) plans

A local authority may issue an EHC plan for a child who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the child'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.

4. Inclusion and Equal Opportunity

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 children are entitiled 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 chidlren
- Systems of early identification of barriers to learning and participation

- High expectations and suitable targets for learners

Underpinning all our provision in school is the grauated approach cycle of: Assess, Plan, Do, Review. This approach ensures that we are constantly reviewign and improving provision to meet the needs of the children at our school. Details of what the graduated approach loks like in practice at Barming can be found in our

5. Roles and Responsibilities

The Headteacher

The person with overall responsibility for the provision for children with SEND is the Headteacher, Mr C Laker.

The Inclusion Manager

The person with responsibility for strategic oversight of the implementation of the inclusion & SEND policy and day-to-day coordination of provision of education for children with SEND is the Inclusion Manager, Mrs A Collie.

Mrs Collie is a qualified teacher and has completed the National Professional Qualification for SENCO's (NPQSENCO). She sits on the school's Senior Leadership Team. Mrs Collie works alongside other professionals who together make up the Inclusion Team, including the Inclusion Assistant, Mrs S Colclough and the Family Support Worker, Mrs M Selfe.

The SEN governor, Mrs M Wiinder meets three times a year with the Inclusion Manager to carry out a rolling programme of monitoring, evaluation, and review to raise awareness of SEN issues during full governing body meetings.

The Inclusion Team are available on 01622 726472 or via the school office email, office@barming.kent.sch.uk

Class Teacher

All teachers are teachers of children with special educational needs. The Inclusion Manager plays a vital strategic role and provides significant advice and support to the teachers, but the responsibility for the learning and progress of all children lies with the teacher.

Parents and Carers

Children spend a significant amount if time at school, but they spend a greater amount of time at home. Parents and carers play a significant role in ensuring academic, social and emotional progress for their children. Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment. They should actively engage in the support and advice offered by the school and make efforts to implement advised strategies at home to ensure a coordinated approach to support for children with SEND across both settings.

The Child

Children have a significant role to play in ensuring their provision is highly effective. Whilst the school can provide advice, support, and strategies, we cannot make our children engage with them. At our school, we support children to take an active role in their provision and work alongside them as they develop self-advocacy skills. We encourage all our children to communicate openly and honestly with us to ensure that the support offered to them is as appropriate and effective for them as possible.

6. SEN Information Report

Our Inclusion & SEND policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school. Our SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year. Our SEN Information Report can be found on our website: Send Information Report

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. Information about our arrangements for admissions and accessibility can be found in our Admissions Policy and Accessibility Plan.

Decisions on admissions of children with an EHCP are made by the Local Authority. Admission arrangements for children without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school approach to SEN provision

8.1 Types of SEN provided for at Barming.

Staff at Barming Primary School will work alongside professional agencies to make provision for children both with and without an EHCP with a range of special educational needs. SEN falls within four broad areas of need and provision:

1. Communication and Interaction, including:
    - Speech, Language and Communication Needs (SLCN)
    - Autistic Spectrum Disorder (ASD)

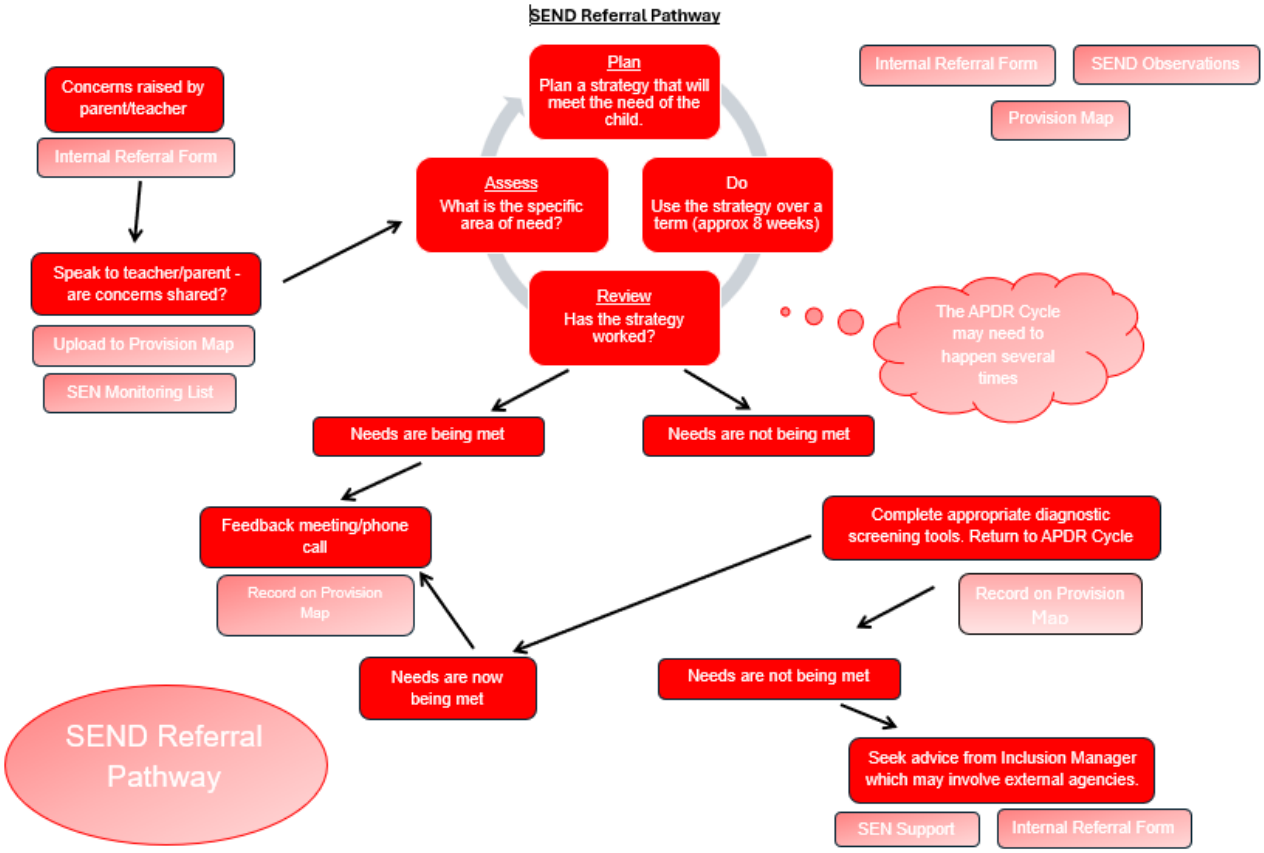
2. Cognition and Learning, including:
    - Moderate Learning Difficulty (MLD)
    - Severe Learning Difficulty (SLD)
    - Profound & Multiple Learning Difficulties (PMLD)
    - Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia

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)

8.2 Identification and Assessment

The process followed at Barming when deciding whether a child has SEN and therefore requires SEN support is outlined below:



At Barming, we aim to identify and assess the needs of all children as early as possible in order to ensure early identification and intervention for any SEN needs and to support the child 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 monitor the progress of all children formally three times a year to review their academic progress. We use a range of assessments at various points including:

- Year 1 Phonics Screening
- EYFS Baseline Assessment
- Statutory end of Key Stage assessments
- Speech Link
- Language Link
- Reading, writing and maths assessments
- Spelling and reading age assessments

Pupil progress meetings, attended by the class teacher, Inclusion Manager, Headteacher, Deputy Headteacher and Assessment Lead are held throughout the year to allow for lengthy discussions regarding children the class teachers are concerned about.
Some children may continue to make inadequate progress, despite high-quality teaching and intervention targeted at their areas of difficulty. For these children, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Barming Primary School, we are experienced at using the following assessment tools:

- Special Needs Assessment Profile (SNAP) - Specific Literacy Difficulty
- Special Needs Assessment Profile (SNAP) - Maths
- Speech Link
- Infant and Junior Language Link
- Little 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)
- Various reading and spelling assessments
- Portage profiling.

We also have some access to advice and support from external service professionals via the Professional Resource Group, which consists of:

- Education Psychologists
- Specialist Teachers
- Speech and Language Therapists
- SEN/Inclusion Advisor at KCC

The purpose of a more detailed assessment is to identify what additional resources and/or different approaches are required to enable the child to make better progress.

If a child requires continued specialized provision which is deemed to be additional to, or different from that generally provided for other children of the same age, the child may be added to the SEN register. These provisions will be written into an Individual Support Plan (ISP) and shared with parents and carers. ISPs are regularly reviewed throughout the year. Teachers will be informed throughout the process, and training will be delivered where appropriate to ensure the provision is of a high quality.
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, the school/academy will continue to identify the child's special educational need.
If the child is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change in identification of SEN occurs parents/carers will be notified.
The school will ensure that all teachers, including supply teachers and support staff who work with the children with SEN or have an additional need are made fully aware of the provision that each individual pupil requires.

8.3 Provision for Pupils.

What is the approach to teaching and learning for pupils with SEND?
Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (SEN Code of Practice, 2014).

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

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. As much as possible, we aim for these to be delivered through inclusive, adapted whole class teaching.

All clubs, trips and activities offered at Barming Primary School are available to children 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 child in the activity.

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, 2015).

If children are identified as needing additional support, they may access additional interventions, planned by and delivered by the class or key stage team, with support from the Inclusion Manager. Support of this nature does not necessarily mean the child has a Special Educational Need. All such provision will be recorded, tracked, and evaluated on the Provision Map software. This will be discussed with parents at Parent Evenings.

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 children's individual needs are met, including:

- community paediatrics
- Specialist Teaching and Learning Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Children and Adolescent Mental Health Services
- Family Hubs
- Neurodiversity Team
- Social Services and Early Help

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

Every child in school has their progress regularly tracked three times a year. In addition to this, children with SEND 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 Individual Support Plans (ISPs) which are reviewed three times a year. Each review of provision will be informed by the views of the child, parents and class teachers and the assessment information from teachers will show whether adequate progress is being made.
The SEN Code of Practice (2014) 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 ISP will be reviewed and adjusted. The Inclusion Manager will monitor the curriculum planning and the quality and effectiveness of provision for children with SEN through classroom observations, pupil voice, learning walks, work scrutiny and parent/carer feedback.

For pupils with an EHCP, an Annual Review will take place once a year to evaluate the effectiveness of provisions and discuss a child's progress towards their outcomes in more detail. Annual Reviews will be formally recorded and shared with the Local Authority and may be attended by other external professionals already supporting the child.

Working in Partnership with Parents & Children

Friendly, open dialogue really benefits pupil progress. At Barming Primary School, we have an open-door policy. All parents of children are invited to discuss the progress of their children on two occasions a year and receive

a written report once a year. In addition, the Inclusion team, consisting of the Inclusion Manager, Inclusion Assistant and Family Support Worker, are happy to arrange meetings outside of these times.

If children are not making progress with high quality teaching and support, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. Where appropriate, the school involves the children themselves in planning and in any decision making that affects them. Parents and carers 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.

External Support for Parents of SEN Pupils

Information, Advice and Support Kent (IASK) provide free impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:
Helpline: 03000 41 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
Fax: 01622 671198

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Barming Primary School are used for complaints about provision made for Special Educational Needs. 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 EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

A copy of the complaints Procedure can be found on the school website: Complaints Procedure

11. Supporting Documents

- SEN information Report
- Accessibility Policy and Plan
- Admission Policy
- Complaints Procedure
- School Behaviour Policy
- Supporting Children with Medical Needs Policy
- Safeguarding and Child Protection Policy
- SEN & Disabilities Code of Practice 2015
- Kent Mainstream Core Standards
- Children and Families Act 2014
- The Special Educational Needs and Disabilities Regulations 2014
- Equalities Act 2010
- School Admissions Code 2021

- The School Information Regulations 2024

12. Glossary

- **Adaptation –** when teachers adapt how they teach in response to a child's needs
- **Annual review** – an annual meeting to review the provision in a child's EHCP.
- **Area of need** – the 4 areas of need describe the types of needs a child 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.
- **CAMHS –** child and adolescent mental health service
- **CYPMHS –** children and young person's mental health service
- **EHCP** – 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.
- **FSW -** Family Support Worker
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the child's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the child.
- **Intervention** – a short-term, targeted approach to teaching a child with a specific outcome in mind.
- **ISP –** Individual Support Plan
- **Local offer** – information provided by the local authority which explains what services and support are on offer for children with SEND in the local area.
- **Outcome** – target for improvement for children 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.
- **SEN** – special educational needs
- **SENCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEND information report** – a report that schools must publish on their website, which explains how the school supports children with SEND.
- **SEND support** – special educational provision which meets the needs of children with SEND.
- **Transition** – when a child moves between years, phases, schools or institutions or life stages.