



# Policy Document

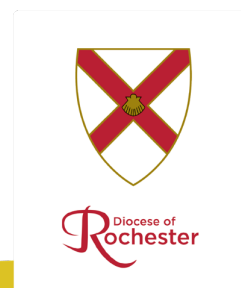
Stone St. Mary's C of E Primary School

## Special Educational Needs & Disability Policy / SEND Information Report

February 2025

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Caring, Growing, Shining Together



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This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014 Part 3 Duties on Schools – Special Educational Needs Co-ordinators Schedule 1 regulation 51– Information to be included in the SEN information report Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012 - SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013 This policy should be read in conjunction with other school policies.

This policy was developed with the teaching staff, members of the Governing Body and parents. The policy will be reviewed annually.

## Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

## Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*



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## 1. SEND provision at Stone St Mary's CE Primary School.

At Stone St Mary's we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance:

- Severe and persistent Literacy difficulties (dyslexic type difficulties)
- Developmental Coordination Disorder
- Speech and Language needs
- Down Syndrome
- Autism and social communication difficulties
- ADHD
- ADD
- Auditory Processing Disorder
- Cognition and Learning difficulties
- Dyscalculia
- Fine and Gross motor skills difficulties
- Hearing impairment
- Visual impairment
- Chronic illness
- Medical conditions
- Behavioural difficulties
- Physical impairment

There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.



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## 2. Identification and assessment of children with SEND.

At Stone St Mary's we regularly monitor the progress of all pupils to review their progress. We use a range of assessments with all the pupils at various points:

- Language Link screening.
- Year 1 phonics screening.
- Verbal and Non-verbal reasoning assessments in Key Stage 2.
- NTS Assessments

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to reset their learning. Examples of extra support are:

- SEN Little Wandle Phonics
- Individual reading
- Additional phonic support
- Sounds Progress
- Additional maths support
- Plus 1 maths
- Power of 2
- BEAM (gross motor skills)
- Clever fingers (fine motor support)
- Sensory circuits
- Attention and listening skills E.g. Attention Bucket, Curiosity Programme
- Communication and language skills
- Additional handwriting
- Social skills groups
- Counselling
- Play therapy
- Building Reading Stamina (BRS)
- Dyslexia support (Nessy)
- Lego therapy
- Drawing and Talking
- Starving the Anger Gremlin
- Starving the Anxiety Gremlin



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Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Stone St Mary's we are experienced in using the following assessment tools:

- DANS (Diagnostic Assessment of Numeracy Skills)
- BPVS
- Lucid RAPID (dyslexia screener)
- Lucid ABILITY
- PhAb (Phonic Assessment Battery)
- Speech link
- Language Link
- York Assessment of Reading Comprehension
- Renfrew Action Picture Test
- Boxall Profile
- Visual Stress Assessment
- Nesy Dyslexia Screening
- Sandwell Numeracy Assessment

And we have access to external advisors who are able to use the following assessment tools

- Educational Psychologists using a range of assessments to determine levels of cognition.
- Specialist Teachers using a range of assessments to support further referrals and medical diagnosis.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is **additional and different** to what is normally available.



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If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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

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

Each review of the SEND provision plan will be informed by the views of the pupil, parents, class teachers and support staff and the assessment information from teachers which will show whether adequate progress is being made. Reviews are held three times per year.

The *SEND 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 between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an Annual Review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all Annual Review evaluations of effectiveness will be reported to the governing body.



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

Every pupil in the school has their progress tracked throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. A selection of the assessments we use at Stone St Mary's are:

- BPVS
- Lucid RAPID (dyslexia screener)
- Lucid ABILITY
- PhAb (Phonic Assessment Battery)
- Speech link
- York Assessment of Reading Comprehension
- Renfrew Action Picture Test
- Boxall Profile

Using these makes it possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made, the SEND support plan will be reviewed and adjusted.

### 3c. The school's approach to teaching pupils with special educational needs

High quality teaching, adapted and personalised for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. 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, 6.37)*

We follow the Mainstream Core Standards [SEND mainstream core standards - Kent County Council](#) advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs a range of teaching approaches, as advised by internal and external assessments.



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### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs**

At Stone St Mary's we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review developments have been made as part of the school's accessibility planning e.g. accessible toilets, and lift for access to the upper floor in the Tonbridge building.

### **3e. Additional support for learning that is available to pupils with special educational needs**

We receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school 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 and a full list of the interventions we can offer is listed above. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school via an application for High Needs Funding.

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

All clubs, trips and activities offered to pupils at Stone St Mary's 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 support to enable the safe participation of the pupil in the activity.

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

At Stone St Mary's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation and experience throughout the day.

For some pupils with the most need for help in this area we also can provide the following

- access to a counsellor
- mentor time with member of staff
- Play therapy in school
- external referral to CYPMHS
- time-out space for pupil to use when upset or agitated etc
- Support from Family Liaison Officer
- School nurse service
- Early Help support for the family
- Drawing & Talking
- Social Skills intervention

Pupils in the early stages of social and emotional development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

## 4. The name and contact details of the SEND Co-ordinator.

The SENDCO at Stone St Mary's is Miss Jayne Field– Deputy Headteacher, who is a qualified teacher and has been accredited the National Award for SEN Co- ordination.

Miss Field is available on 01322 382292 or [fieldj@stone.kent.sch.uk](mailto:fieldj@stone.kent.sch.uk)

Mrs Sands is also available as SEN Assistant at [sandsn@stone.kent.sch.uk](mailto:sandsn@stone.kent.sch.uk)

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

All teachers and teaching assistants receive regular awareness training across a variety of SEND incidences e.g. autism awareness, Speech & Language, dyslexia awareness. This training takes a variety of forms.

Where a training need is identified beyond this we will find a provider who is able to deliver it.

The cost of training is covered by the notional SEN funding.

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

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

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

All parents of pupils at Stone St Mary's are invited to discuss the progress of their children on two occasions a year and receive a written report once a year. 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 and evaluated on a Provision Map which will be shared with parents.

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. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. There will be at least three meetings on top of those previously mentioned for those children on the SEND register. These SEND meetings form part of the Assess, Plan, Do, Review cycle where targets and outcomes are set, and reviewed, for individual pupils.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.



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

The normal arrangements for the treatment of complaints at Stone St Mary's are used for complaints about provisions made for special educational needs. We encourage parents to discuss their concerns with class teachers, Deputy Head & SENDCo, Family Liaison Officer, and Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Education Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.



## 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body has engaged with the following bodies:

- Membership of LIFT (Local Inclusion Forum Team) for access to Specialist
- Teaching and Learning Service
- Engagement with the Early Help Notification process
  
- Liaison with the School Liaison Officer
- Liaison with We are BEAMS
- Liaison with the School Nurse service
- Membership of professional networks i.e. SENCO forum
- AEN Update.

## 11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

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:** 03000 41 3000

**Office:** 03000 412 412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<http://www.kent.gov.uk/education-and-children/special-educational-needs/supportand-advice/Information-Advice-and-Support-Kent>

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

At Stone St Mary's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Transition meetings are arranged between Stone St Mary's school, pre-school settings, specialist teaching service and parents for pupils with identified SEND. School staff may also visit these pupils in these settings before transfer.

We also contribute information to a pupils' onward destination by providing information to the next setting. Receiving schools are invited to Annual Reviews. If a pupil leaves during the school year, once confirmation of new placement has been received information is passed to the SENCO/Inclusion Manager via telephone conversations and paperwork is duly dispatched.



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

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

