



Lunsford Primary School



SEN & Disability Policy/SEN Information Report

Updated: January 2024

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN
information report

Schedule 2 regulation 53 – Information to be published by a local
authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

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

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

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

Behaviour Policy, Equality Policy, Child-protection and Safeguarding Policy,
Admissions Policy; Attendance Policy; Homework Policy, Accessibility Plan and
Complaints Policy.

This policy was developed in consultation with parents/carers of pupils with SEN and
disabilities within the school; the SEN governor; senior leadership team and
governing body and will be reviewed annually.

Our aims for pupils with Special Educational Needs and Disabilities are the same for
all of our pupils.

We provide a broad and balanced curriculum that provides inclusive opportunities for
all pupils.

We value personal and social development and this is central to our provision.

Definition of SEN:

A child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a *learning difficulty* if they:

A) have a significantly greater difficulty in learning than the majority of children of the same age, or

B) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools (*SEN Code of Practice Jan 2015, p.15-16*)

C) are under compulsory school age and fall within the definition set out in (A) or (B) above or would so do if special educational provision was not made for them.

Definition of disability:

Many children 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.’ (*SEN Code of Practice Jan 2015, p16*)

What types of Special Educational need are there?

There are four main categories:

Cognition and Learning (C&L): A child may have specific difficulties (SpLD) such as dyslexia, dyspraxia or dyscalculia; moderate learning difficulties (MLD) or severe learning difficulties (SLD).

Communication and Interaction (C&I): A child may have speech, language and communication difficulties or a neurodivergent condition which can impact on a child’s ability to socialise and interact with others e.g. Autism Spectrum Disorder (ASD).

Social, Emotional and Mental Health (SEMH): A child may have a condition which impacts on their social, emotional and mental health, such as Attention Deficit Hyperactivity Disorder (ADHD); Attention Deficit Disorder (ADD) or an attachment disorder.

Sensory and / or Physical Needs (SN/ PN): A child may have a vision or hearing impairment that requires specialist support and/ or equipment to their support their learning. This also includes children who have a physical or medical disability that requires on-going support, equipment or modifications in school, for example, visual or hearing impairments; sensory processing difficulties; diabetes or epilepsy.

1) Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

Class teacher

Responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

The SENCo: Ms S Beckett

Responsible for:

- Developing and reviewing the school's SEN policy
- Monitoring progress of pupils with SEN alongside the Senior Leadership Team
- Liaising with all the other people who may be coming in to school to help support a pupil's learning, e.g. Specialist Teachers and NHS Professionals
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of pupils' progress and needs are met
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing how their child is doing

The Headteacher: Mr G Anscombe

Responsible for:

- Ensuring that the Governing Body is kept up to date about issues relating to SEND

The SEN Governor: Mr J Coffey

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school

School contact telephone number: 01732 843352

2) What are the different types of support available for students with SEND in our school?

a) Class teacher input, via targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and can understand
- That different ways of teaching are in place, so that your child is fully involved in learning in class, e.g. using more practical learning
- That specific strategies (which may be suggested by the SENCO and are detailed in the Mainstream Core Standards) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

b) Specific group work

Interventions which may be run by a teaching assistant (TA) or class teacher, e.g. speech and language, reading, spelling, fine and gross motor skills, social skills.

c) Specialist groups run by outside agency organisations

This means that your child has been identified by the SENCO and/or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, e.g. the Specialist Teaching and Learning Service (STLS) for Cognition and Learning, Communication and Interaction or Social, Emotional and Mental Health
- Local Speech and Language Therapy Service
- Volunteer agencies

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. Speech and Language therapist or the Specialist Teaching and Learning Service.
- This will help the school and you to understand your child's particular needs better and enable us to be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

3 Information about the policy for identification and assessment of pupils with SEN:

At Lunsford Primary School, we monitor the progress of all pupils three times a year to review their academic progress. Provision maps are written and reviewed three times a year by the class teacher, with the support of the SENCO, during SEN review meetings - measuring progress towards achieving outcomes and identifying next steps. Pupil progress meetings for all pupils, including SEN pupils, are held three times a year. All pupil progress is tracked and SEN and vulnerable groups are monitored closely and discussed individually during pupil progress meetings. Pupils not making expected progress are identified and appropriate assessments; additional interventions and provision, including referral to specialist support and intervention, where appropriate, are implemented.

Lunsford Primary School uses a range of assessments to measure progress and ensure pupils make at least expected progress. Outcomes are used to track progress and inform planning for and teaching of individual and group interventions.

Universal assessments:

- Baseline assessments Year R Term 1 (inform teaching and planning and form a baseline from point of entry into Reception)
- Speech Link (administered to all Year R Term 1 and additional assessments for pupils identified with speech sound difficulties)

- NELI Language Screen Year R Term 1 (to identify pupils with language difficulties)
- Language Link (All Year R pupils with language understanding difficulties and identified pupils in additional year groups)
- Phonics Screening Check (Year 1 and Year 2 Retake)
- Reading NFER (Years 3-6 complete reading comprehension tasks three times a year; gap analysis is used to inform planning and teaching).
- Maths NFER (Years 3-6, pupils are assessed three times a year).
- Writing tasks completed throughout the year to measure progress.

When pupils are not making expected progress, even if special educational need has not been identified, we put in place additional support to enable the pupil to make appropriate progress. Examples of extra support are: differentiated curriculum; additional consolidation and opportunity for over-learning; 1:1 and small focus group support; targeted focused whole school intervention provision; access to manipulatives; additional visual cues; word maps; key vocabulary; supportive technology and software programmes.

Some pupils may continue to make small steps of 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 Lunsford Primary School, we are experienced in using the following assessment tools:

Speech Link (speech sounds difficulties)
 Language Link (language difficulties)
 GL Assessment Dyslexia Portfolio
 Dyscalculia assessment (specific difficulties in mathematics)
 WRIT (Wide Range Intelligence Test; assessment of visual and verbal intelligence)
 TPVS (Test of Visual Perception Skills)
 TAPS (Test of Auditory Processing Skills); phonological segmentation; blending; auditory comprehension and reasoning.
 PHAB (Phonological assessment battery; processing sounds in speech)
 PhAB 2 (Phonological Assessment Battery Test)
 Suffolk (Reading comprehension assessment)
 SWRT (single word reading test)
 Burt Reading Test (single word reading test)
 Salford Reading Test (sentence level reading test)
 BPVS 3 (British Picture Vocabulary Scale; assessing receptive vocabulary)
 TROG (Test for Reception of Grammar)
 WRAT (Wide Range Achievement Test)
 YORK (Reading and Comprehension assessment)

In addition, we have access to the Specialist Teaching and Learning Service and additional assessments through the LIFT referral process.

The purpose of these more detailed assessments are 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 provision plan and reviewed regularly, as part of the schools assess, plan, do, review cycle. At this stage, if the school is making special educational provision for the pupil, which is additional and different to what is normally available to pupils of the same age; the pupil will be identified as SEN Support – having a special educational need which requires additional and different support.

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 SEN Support. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified as SEN Support. When any change in identification of SEN is made; parents will be notified via an SEN status letter at the beginning. The SEN register is maintained and reviewed by the SENCO in collaboration with class teachers and the senior leadership team three times a year.

Lunsford Primary School also identifies children that require additional monitoring. This may include pupils who have a medical diagnosis/disability or who are vulnerable, which does not impact their learning and does not require provision that is additional and different to children of the same age. Pupils may be stepped-up or down from being monitored in this way or being on the SEN register in accordance to pupil's individual needs and progress and in collaboration with teaching staff and parents.

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

4a How the school evaluates the effectiveness of its provision for such pupils

Each review of personalised plans will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers; which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

How the school evaluates the effectiveness of provision:

- The class teacher and SENCO review progress and evaluate the effectiveness of provision through SEND provision reviews three times per year.
- The class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. This identifies pupils making less than expected progress given their age and individual circumstances.
- The class teacher and teaching assistants monitor progress through observation, work produced, formal and informal assessments and tracking using Target Tracker.
- The Senior Leadership Team monitor pupils through pupil progress meetings three times a year; with a focus on SEN and vulnerable groups.
- SEN learning walks; work scrutiny and pupil observations are completed by the SENCO throughout the year and in response to pupils causing concern.
- Information provided by the parent and /or the child themselves.
- Pupil and parent voice are taken into account during personalised provision plan reviews.
- The effectiveness of interventions/provision is evaluated using entry/exit data to measure the impact of interventions. Teaching assistants delivering whole school interventions provide feedback to class teachers to inform teaching and planning and inform provision maps. In addition, teacher and parent surveys measure impact of targeted provision.
- Close liaison and good communication between home and school; home and pre-school visits prior to a child starting in reception and effective liaison with secondary provision.
- Effective liaison with the current school in the case of casual in-year admissions.
- Use of universal age appropriate assessments to identify particular areas of strength and need.
- Effective communication and implementation of recommendations and strategies from external agencies e.g. Specialist Teaching and Learning Service; speech and language; community paediatrician and occupational therapy.
- Parent/pupil voice questionnaires provides feedback and evaluation of the effectiveness of provision.
- SEND governor monitoring and reports focus on the effectiveness of provision and intervention impact.

For pupils with an Education, Health and Care Plan there will be three meetings with parents; including an annual review, which will enable an evaluation of the effectiveness of provision and progress towards achieving outcomes.

Pupils with complex needs that receive high needs funding will also have review meeting with parents three times a year to review provision, progress and next steps. Pupils with complex medical needs have a care plan that is reviewed a minimum of once annually and each time there is a change in medical needs/treatment/care provision.

Pupils identified as SEN Support who do not have an EHCP and do not receive HNF will have a personalised provision plan that is shared with parents three times a year.

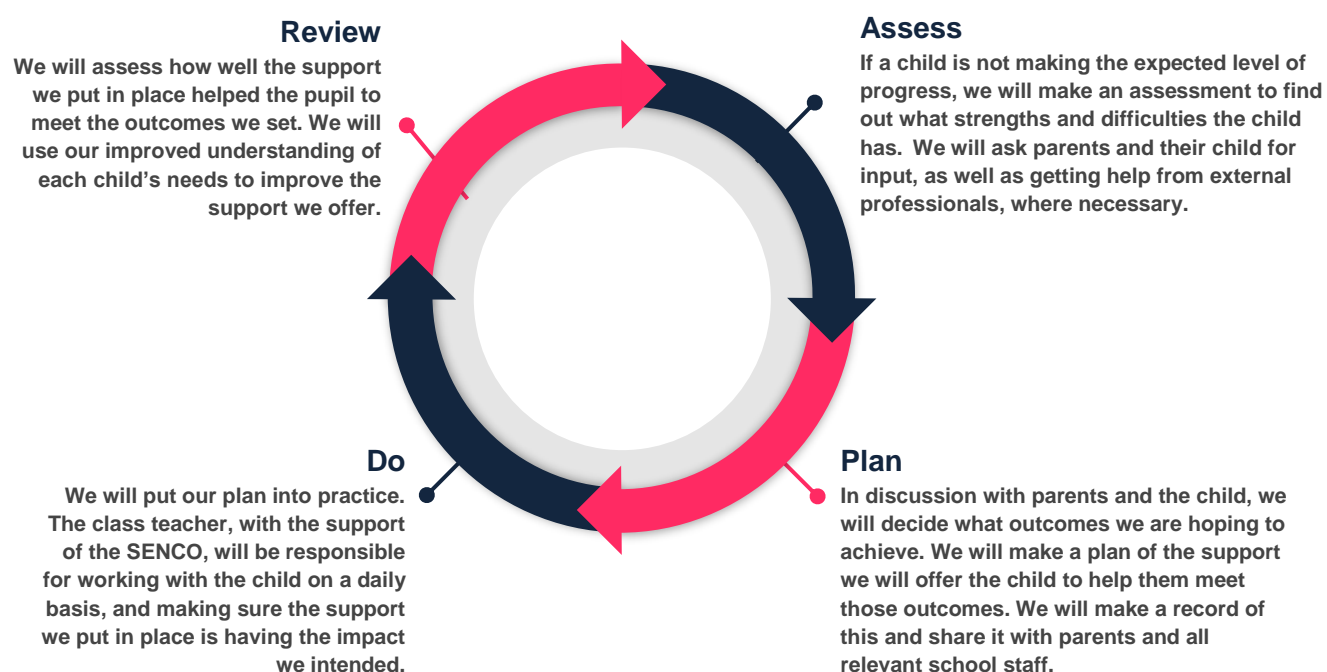
4b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. For a detailed analysis of assessments administered at Lunsford Primary School, refer to section 3. Using these assessments, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress, the personalised plan will be reviewed and adjusted.

We will follow the 'graduated approach' to meeting a child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see each child achieve.

Whenever we run an intervention with a child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on each child's progress.

We will track the child's progress towards the outcomes we set over time and improve our offer as we learn what the child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

4c the school's approach to teaching pupils with special educational needs

High quality teaching of a broad and balanced curriculum, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2015, 6.37)*

At Lunsford Primary School, the quality of teaching is judged good in our last Ofsted inspection. We follow the Mainstream Core Standards developed by Kent County Council to ensure that our teaching conforms to best practice.

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

In meeting the Mainstream Core Standards, the school employs additional teaching approaches, as advised by internal and external assessments including: 1:1 support; precision teaching; multi-sensory teaching; small group intervention; whole school interventions; use of ICT software and learning packages e.g Clicker 7; coloured overlays and resources to reduce visual stress. These are delivered through the funding provided to the school as 'notional SEN funding' and, where appropriate, high needs funding and pupil premium funding.

4d how the school adapts the curriculum and learning environment for pupils with special educational needs

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

As part of our requirement to keep the appropriateness of our learning environment under review, the school has developed improvements as part of the school's accessibility planning. The improvements to the school building include: the internal and external electronic door control system to further develop the security of the school and safeguard pupils and the recent refurbishment meets accessibility specifications.

Individual members of staff have been trained in positive handling techniques to effectively manage pupils that may present a danger to themselves or others. In response to individual pupil needs, staff have been trained in de-escalation techniques to manage challenging behaviour. Risk assessments and behaviour plans are implemented for identified pupils and a behaviour log is maintained.

In accordance with the Equality Act 2010, Lunsford makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being disadvantaged. This may include resources such as move 'n' sit cushions, writing aids; alternative recording devices and assistive technology e.g. speech to text software.

4e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is 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.

Teaching assistants provide before school support and intervention to enable pupils to begin the day in a calm alert state ready for learning, using interventions such as sensory circuits. Additional intervention is provided for pupils through targeted whole school interventions for consolidation and over-learning of concepts.

In addition to quality first teaching, teaching assistants have areas of expertise and training is delivered across the school. Some teaching assistants are released to deliver targeted intervention with an individual or small group basis across the school, ensuring the skills of staff and training are used to maximum effect.

Interventions Lunsford Primary School provides are detailed in a whole school provision map see (Appendix 1)

Whole school interventions include:

- Sensory Circuits
- Social Skills groups e.g. Talkabout for Children
- KS1 Ginger Bear
- Zones of Regulation – (Emotional regulation – self-regulation tools)
- Lego Therapy (social skills intervention)
- BEAM (Gross motor exercise programme)
- Clever Fingers (Fine Motor Intervention programme)
- Write from The Start (Motor Integration programme)
- Little Wandle Catch Up and Little Wandle SEN (phonics and reading)
- SNIP Literacy Programme
- Phonics intervention and Cued articulation
- Multi-sensory spelling support
- Maths intervention KS1 Manipulatives
- Numberstacks
- Additional reading support – Dandelion Phonics Readers
- Talk Boost KS1
- Speech Link intervention
- Language Link intervention
- Speech and language intervention plans
- Language for Learning
- Language for Thinking
- Colourful Semantics
- Visual perception skills
- Drawing and Thinking
- ELSA
- Fegans Counselling – external provision

In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year for pupils with high needs, and above that amount the Local Authority should provide top up to the school. Lunsford Primary School currently receives high needs top-up funding for pupils with complex learning needs; physical needs or medical needs who require a high level of additional support.

4f 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 Lunsford Primary School are available to pupils with special educational needs, either with or without an Education Health Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity and ensure inclusion. In addition, parents are also invited to attend school trips, where appropriate, to provide additional support for pupils with complex needs. Lunsford Primary School also has a PE specialist who is able to adapt the curriculum and teaching to meet individual physical needs. We also access additional support and guidance from occupational therapists and physiotherapists to promote inclusion.

4g support that is available for improving the emotional and social development of pupils with special educational needs

At Lunsford Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance: PSHE, circle time, talk time and indirectly with communication adults have with pupils throughout the day. Anti-bullying week held annually, the PSHE curriculum and anti-bullying ambassadors, raise the profile of anti-bullying measures which are in place. Lunsford Primary School supports pupils to develop self-esteem and confidence with well-developed pupil staff relationships. Lunsford Primary School is a smaller than average school, enabling staff to understand pupil's individual needs well across the school. Through close liaison with staff, pupils causing concern are discussed weekly and all staff are aware of any concerns or difficulties.

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

- Mentor time with a member of senior leadership team (including where appropriate 1:1 break time/lunch time support-nominated dinner supervisor)
- 1:1 talk-time using talking therapies.
- FLO (Family Liaison Support)
- Buddy/circle of friends support
- Social skills groups KS1 and KS2
- Zones of regulation interventions
- Sensory circuits – hyper and hypo-active groups
- Access to quiet safe place to reduce anxiety and sensory load; movement breaks; sensory/fidget toys; weighted resources to promote a calm alert state.
- Relaxed Kids (calming and relaxation strategies).

- External referrals: E.g. CYPMHS (Kent Children and Young People's Mental Health Services); CAMHS; community paediatrician; Fegan's Counselling - 1:1 talk time and Early Help referral/Single Point of Access to access external services e.g. Young Minds (counselling); Salus and Art psychotherapy.

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

5) The name and contact details of the SEN Co-ordinator

The SENCO at Lunsford Primary School is Ms Sarah Beckett, who is a qualified teacher.

Ms Beckett is available on Tuesdays, Wednesdays and Thursdays on 01732 843352 or email senco@lunsford.kent.sch.uk

6) 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

Teachers and teaching assistants have had the following enhanced training and specialist training:

Psychological First Aid – All staff

Mental Health First Aid – 2 members of staff

Developmental Language Disorder

Dyslexia awareness and strategies

Developmental dyscalculia (providing strategies to support difficulties in mathematics)

Clicker 7

Clever Fingers (fine motor intervention)

I Can Talk Boost KS1 (speech and language intervention)

Cued articulation (speech and language intervention)

Colourful Semantics (language support)

De-escalation techniques

Positive Handling/ TEAM TEACH

Speech and Language Link (language support)

Speech and language workshops

BEAM (gross motor support intervention)

Sensory circuits

Phonics for beginners

Little Wandle Phonics training
Autism awareness
Social stories
Sensory Processing difficulties and autism spectrum
Lego therapy (social communication difficulties intervention)
Removing Barriers to Learning
FAS (Fetal Alcohol Syndrome)
Wellbeing Toolkit in the classroom
EY Social, Emotional and Mental Wellbeing
Managing anxiety and stress
Homophobia; gender dysphoria and inclusion and legislation
Diabetic training (diabetic awareness and insulin pump)
Epi-pen training
Hearing impairment training
Zones of Regulation
Interoception
PDA (Pathological Demand Avoidance) training

Where a training need is identified beyond this, we access a provider who is able to deliver appropriate training. Training providers we can approach are:

LIFT (Local Inclusion Forum Team)
Specialist Teaching and Learning Service (Specialist teachers in Cognition and Learning; Communication and Learning; Social and Emotional Mental Health and Early Years)
Speech and language therapists (and Speech and Language Specialist teachers)
Occupational therapists
Physiotherapists
Community Paediatricians
Health Care providers e.g. specialist nurses
Integrated Front Door – Early Help provision and training
Grange Park Outreach Team (autism support)

This additional training is funded by the notional SEN funding and High Needs funding on an individual high needs basis.

7) 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 Kent and Medway Communication and Assistive Technology (KMCAT) Service. For resources that are additional and different and are required for an

individual pupil to access the curriculum, the school will apply for high needs funding if the school has provided in addition of £6000 to meet the pupil's individual needs.

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

All parents of pupils at Lunsford Primary School are invited to discuss the progress of their children on two occasions each academic year during parent consultation meetings and receive a written report at the end of the academic year.

Pupils that have been identified as SEN Support have a personalised provision plan that is shared with parents three times a year. Parents and pupils contribute to this process and their views are sought in relation to support and progress towards achieving outcomes identified within the plan. Parents of SEN Support pupils are provided with an additional opportunity to discuss their child's progress, provision and support in the summer term.

Pupils that have an EHCP (Education Health and Care Plan) or receive High Needs Funding, have individual personalised provision plans identifying the provision and outcomes for each intervention. These personalised provision plans are reviewed in consultation with parents three times a year.

In addition, we are happy to arrange meetings outside these times.

A member of the senior leadership team is available in the mornings before school and after school on the playground: this usually includes the Headteacher; Deputy Headteacher and SENCO. Meetings can be arranged with class teachers/SENCO via communication with the school office.

As part of our normal teaching arrangements, pupils will access some additional teaching to help them close the gap in their learning, if monitoring indicates that this is necessary. This will not imply that the pupil has a special educational need. All provision will be recorded and evaluated through whole class provision maps.

If following this normal provision, progress is not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. If a child continues to require additional and different support, the pupil will be identified as SEN Support because special educational provision is being made and the parent will be involved in planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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.

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

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of 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.

Pupils with an EHCP are actively involved in the review progress and the annual review process is delivered in a child centred approach to promote inclusion and pupil engagement.

10) 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 Lunsford Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve any difficulties before making a complaint 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 contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education 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.

11) 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

Lunsford Primary School engages with the following external agencies and services:

- Referral to LIFT for access to Specialist Teaching and Learning Services.
- Raising pupils at Specialist Teaching and Learning surgeries.
- Disabled Children's Service for support for families for some pupils with high needs.
- Referrals to Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils requiring direct therapy and advice.
- Speech and Language surgeries provided by the Speech and Language Service.
- Requests for advice from Communication and Assistive Technology Team (KMCAT).
- Referral to community paediatricians; Single Point of Access and Early Help support.
- Referral to Community Paediatricians.
- Specialist nurse practitioners e.g. Diabetic nurse; Epi-pen training and school nurse practitioner.
- Referral through Integrated Front Door for Early Help and Social Services support and intervention.
- Referral to Single Point of access for health, counselling, wellbeing and CAMHS/ CYPMHS support for child mental health services.
- Referral to VSK (Virtual Schools Kent) for children who have or have had a social worker and are or have been looked after children. VSK works to promote the achievement and release the potential of all looked after, or previously looked after, children in Kent.
- School commissioning of external providers directly e.g. Relaxed Kids.
- Membership of professional networks for SENCO e.g. SENCO forum; SENCO consortium; AEN local authority updates/training.

12) The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

- Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to support parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. <https://www.iask.org.uk> Helpline: [03000 41 3000](tel:03000413000)

- British Dyslexia Association: Provide support, advice, resources and services, events information and dyslexia resources shop. Helpline: 0333 405 4567 www.bdadyslexia.org.uk/
- National Autistic Society: A national society providing support and advice for parents, children and young people with an autistic spectrum disorder diagnosis. Helpline: 0808 880 4104 www.autism.org.uk/
- The ADHD Foundation: Parent support; news, events and resources. www.adhdfoundation.org.uk
- Speech and Language UK: Providing support and resources for speech and language communication difficulties. General enquiries: 0207 843 2510 <https://speechandlanguage.org.uk/talking-point/parents/>
- Eye Can Learn: Visual perception skills exercises to support visual memory; tracking skills; spatial abilities; visual discrimination; visual closure and figure ground/form consistency. www.eyecanlearn.com
- Crossbow Education provide resources to support specific learning difficulties e.g dyslexia, dyspraxia, visual stress, dyscalculia and information about visual stress. www.crossboweducation.com Telephone 01785 242878
- The Hypermobility Syndromes Association: Provides information on the Heritable Disorders of Connective Tissue (The 'Hypermobility Syndromes') Through its website parents can access publications, forums, local groups, advice line, and education programmes. Tel: 033 3011 6388 <http://hypermobility.org/>
- The Dyspraxia Foundation: Help and support for children with a diagnosis of dyspraxia. Helpline 01462 454986 www.dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/
- Cerebral Palsy.Org.UK: Help and advice; school support and resources; grants and benefits. www.cerebralpalsy.org.uk
- NDCS: National Deaf Children's Society provide parent support, resources and advice Tel: 0808 800 8880 www.ndcs.org.uk

- Diabetes UK: Advice and support for parents of children with type 1 diabetes in school. Tel: 0345 123 2399
www.diabetes.org.uk/Guide-to-diabetes/Your-child-and-diabetes/Schools/
- Contact a Family: A national charity for families with disabled children. Providing information, advice and support, bringing families together so they can support each other. Tel: 0808 808 3555 www.cafamily.org.uk
- For Us Too: Information and advice about services for disabled children and their families; Telephone: 01843 446030 / 01795 227171 email: info@forustoo.org
- Action for Kids: Supports children and young people up to the age of 26, who have physical or learning disabilities. Telephone: 0300 123 2112; Email: ask.us@actionforchildren.org.uk www.actionforchildren.org.uk
- CXK: Health and wellbeing services and provision. <https://www.cxk.org/our-services/services-young-people/> Telephone: 01233 224244; Email: info@cxk.org
- Mind Fresh – Directory of Wellbeing resource and services
<https://mindfresh.nelft.nhs.uk>
- Space 2 Be Me – West Kent provision working with disabled young people 0-25 and families. Provides support, advice, home visits, services and provision e.g. clubs, parent support, workshops, family activities do not require a diagnosis to be in place to work with families e.g. ADHD/ASD.
www.space2beme.org.uk Telephone: 01622 764566, email: info@space2beme.org.uk
- ELSA website contains a wide range of emotional and wellbeing resources: www.elsa-support.co.uk
- Kent Local Offer contains information about local SEND services and support <https://www.kent.gov.uk/education-and-children/special-educational-needs>
- The Sleep Charity www.thesleepcharity.org.uk/information-support/children/ Provides parent support and recommendations and strategies/resources to manage sleep difficulties. Telephone: 03303 530 541 Email: info@thesleepcharity.org.uk
- ERIC – Children's Bowel and Bladder Charity <https://www.eric.org.uk/> Telephone: 0808 801 0343

13) 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 Lunsford Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as supportive as possible.

Starting Lunsford Primary School in EYFS

The school SENCO, Early Years class teacher, SENCOs and key workers from local nurseries and pre-schools attend a local Early Years Network group, arranged through the Specialist Teaching and Learning Service, where information is shared about children specifically with SEN, or known to STLS who are due to start the school. The EY class teacher visits pre-schools and nurseries prior to children starting in reception. Home visits are also arranged and children attend settling in sessions in school prior to starting in reception.

If a child has an EHCP or has medical needs requiring a health care plan; there will be additional communication to support transition and will usually involve additional support from outside agencies e.g. Specialist Teaching and Learning Service; speech and language service and occupational and physiotherapists or specialist nurse practitioners. Where required, a transition plan will also be implemented to support transition. In addition, staff will receive additional training to support identified needs, if required. Pupils receive transition booklets detailing photographs of key areas and staff before the summer break to familiarise and support transition.

Transferring to Secondary School

SEN pupils transitioning into secondary provision are provided with a high level of additional support. Pupils who are deemed vulnerable, with an autistic spectrum condition or complex needs are supported through a Transition Project organised by STLS. This provides additional activities to support transition, including additional visits to the secondary school and additional liaison with the secondary SENCO/inclusion manager.

We also ensure a thorough handover with a pupils' onward destination by providing information to the next setting. The SENCO/key staff from the secondary provision will meet with the class teacher and Ms Beckett, SENCO at Lunsford, and the pupil's individual needs and recommended provision will be discussed in detail; including social and pastoral support needs. In some instances, parents and representatives from external agencies, e.g. from STLS are involved. The pupil's individual SEN records are transferred to the secondary provision in Term 6, to ensure that all key information is received by the secondary provision.

If a pupil has an EHCP, the SENCO of the secondary provision will be invited to attend the Year 6 annual review. Pupils with a high level of need, who do not have an education health care plan, will have earlier and more intensive transition support and communication between education settings and parents; this would include pupils receiving high needs funding.

Class to class transition:

To support vulnerable pupils and those with SEND, additional year to year transition is offered for children at Lunsford Primary School when they change year groups. This includes additional transition visits to their new class and a booklet with photos to familiarise them with new staff and locations within school, as well as activities to support their transition.

In Year Admissions:

When a pupil with SEN transfers to Lunsford Primary School from another school, SEN records from the previous school are sought and meetings are arranged with the SENCO to gain understanding of the child's needs and provision. If additional transition is required, this will be arranged prior to their start date.

14) Information on where the local authority's local offer is published

The local authority's local offer is published on:

www.kent.gov.uk/education-and-children/special-educational-needs#

Parents without internet access should make an appointment with Ms Beckett, the SENCO, for support to gain additional information and guidance.

Approved by the GB on:

Next review on: **January 2025**



Appendix 1:
Lunsford Primary School
Whole School Provision Map 2023-2024



Area of Need	Universal - Quality First Teaching (Whole Class)	Targeted (Small Group)	Personalised (Personalised/ 1:1)
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Instructions broken down into chunks In-class TA support In-class live feedback and follow up teacher support Increased visual aids / modelling etc Coloured books, paper, overlays Muted colour screen backgrounds for PPTs Visual timetables Illustrated/ ACE dictionaries Use of writing frames, scaffolded sentence starters, Word mats, sound mats, word banks etc Key vocabulary Sound recorders/ sound buttons Manipulatives/ visual recording for maths Numicon	Pre and post teaching intervention decided by the class teacher based on the needs of the class In class support from CT/ TA such as guided reading and writing within lessons Phonics interventions Spelling Shed interventions Little Wandle Catch Up Numberstacks	1:1 literacy/ maths support provided by the CT/ TA Additional Maths and English Support Colourful Semantics Visual perception skills Dandelion Phonics Readers Little Wandle SEN SNIP Literacy Programme Precision teaching Working memory intervention Access to laptop for extended writing Advice from external professionals such as NHS (medical), Educational Psychology and specialist teachers Task/ instructions check ins Reader/ scribe support

	Access to ICT Modelling Access to homework clubs Spelling Shed/ TT Rockstars		
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Increased visual aids / modelling etc Visual timetables Use of symbols/ widget Structured school and class routines	In class support with focus on supporting those with speech and language needs Social Stories Ginger Bear Lego Therapy Talkabout for Children	Small group or 1:1 support for language: Talk Boost KS1, Speech and Language Link Intervention, Cued Articulation Now and Next boards Language for Thinking Language for Learning Transition support Advice from external professionals such as NHS (medical), Educational Psychology, Speech and Language Therapist and specialist teachers
<i>SEMH and behaviour</i>	Whole school behaviour policy Whole school rules Whole school reward and sanctions systems PSHE/ SMSC integrated into curriculum planning Zones of Regulation Relax Kids – calming and mindfulness strategies Lunchtime clubs Check-ins	In class support for supporting behaviour targets, access, safety	1:1 support for social skills Zones of Regulation Incredible 5 point scale ELSA Drawing and Talking FLO Support Individual reward system Exit card, safe space and timer Fidget toys/ equipment PSP for reintegration Transition support Advice from external professionals such as NHS (medical), Educational Psychology and specialist teachers

<i>Sensory and Physical</i>	<p>Flexible teaching arrangements</p> <p>Seating arrangements within classrooms</p> <p>Muted colour screen backgrounds for PPTs to reduce visual stress</p> <p>Sensory/ movement breaks</p> <p>Access to quiet/ safe spaces</p> <p>Writing slopes</p> <p>Work stations/ screens</p> <p>Pencil grips</p> <p>Ergo pens/ pencils</p> <p>Finger spacers</p> <p>Accessibility Policy</p> <p>Moving and handling training</p> <p>Write Dance (Year R)</p> <p>GoNoodle</p>	<p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p> <p>Sensory Circuits</p> <p>BEAM (Gross motor skills)</p> <p>Clever Fingers (Fine motor skills)</p> <p>Write from the Start</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE and lunch time</p> <p>Individual sensory tools e.g. headphones, weighted products</p> <p>Move n' Sit Cushions, Sensory toolkits</p> <p>Access to laptop for extended writing</p> <p>Advice from external professionals such as NHS (medical), Educational Psychology and specialist teachers</p>
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