

# Special Educational Needs and Disability (SEND) Policy and Information Report

## Horsted School



<b>Written by:</b>	Katy Baker
<b>Last reviewed on:</b>	January 2022
<b>Next review due by:</b>	January 2023

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**This policy should be read in conjunction with the following policies, guidance and acts:**

- SEND Code of Practice (2015)
- The Children and Families Act (2010)
- Equality Act (2010)
- Statutory Guidance for Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Teaching Standards (2012)
- School Admissions Code (DfE 2012)

## **1. Introduction**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Horsted School.

This policy was developed and consulted with parents and carers, representatives from the governing body and particularly with parents of children with SEND and will be reviewed annually. Medway Council guidelines and DfES Code of Practice have been taken into consideration in the formulation of this policy.

This document provides a framework for the identification of and provision for children with Special Educational Needs and any Disability. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum, an environment where every child is valued and respected and also able to learn in a happy and confident manner and within an atmosphere of good quality teaching with high expectations for all pupils

## **2. Core Values**

Horsted School is a vibrant, safe and welcoming school where we celebrate and welcome difference within our school community. The ability to learn is underpinned by the teaching skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school. Our vision for Horsted School is that our children will leave us with genuine enthusiasm for learning.

### **We are all S.T.A.R.S**

**Striving** (they will be determined, persevere and they will be resilient);

**Thoughtful** (they will be creative, logical and curious about their world and those around them);

**Aspirational** (personally, emotionally and academically);

**Respectful** (of themselves, others and their environment) and

**Supportive** (of themselves, others and their wider community)

## **3. Aims and Visions**

Horsted School is dedicated to providing an inclusive school environment where all stakeholders pride themselves in having the shared responsibility and vision in working above and beyond to meet all the needs of all children.

As a school we make every effort to meet the individual needs of all children and achieve inclusion for all pupils. We work together as a whole school and community to create a sense of belonging and offer all opportunities, within our means, to best support children that experience difficulties. We are highly adaptable which means we do not treat all learners the same way but consider their varying needs and learning styles.

The School's Objectives are to:

- Be an inclusive school and ensure that SEN is not sidelined. This process will involve the Governing Body, staff and parents in line with the Local Authority (LA) guidelines and the SEND Code of Practice (2015)
- create a consistent and coordinated whole school approach to Special Educational Needs (SEN),
- ensure all children can access the whole school curriculum and be included in all aspects of school life at levels appropriate to their needs
- to reach high levels of achievement for all and achieve his/her personal potential
- ensure that the most vulnerable children are supported by trained, competent staff who work within the expectations of this policy

- to achieve a level of staff expertise to meet pupil need
- provide planned strategies for the identification, monitoring, assessment and review of SEN
- to meet individual needs through a wide range of provision
- to involve parents and families and consider their views when planning for their children

#### **4. Definitions**

Taken from the SEND Code of Practice (2015).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally

provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above, when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

#### **5. Special Educational Needs at Horsted**

Many children require additional support at some stage in their educational journey, this does not necessarily, mean they are identified as have SEND. We implement Quality First Teaching (see appendix 1) across the curriculum to enable every child to achieve their full potential, whilst removing barriers to their learning. We believe that early identification is key, therefore we strive to identify and provide effective early support to children who may be at risk of poor outcomes. We recognise children learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We understand that many pupils, at some time in their educational journey, may experience difficulties affecting their learning, and we recognize that these may be long or short term.

Children with special educational needs or disabilities (SEND), can find it difficult to access the curriculum alongside their peers, many need extra support because of a range of needs. There are four broad categories of need defined by the SEND Code of Practice (2015)

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” SEN Code of Practice (2015, p94 6.15)

The Code of Practice (2015) sets out four categories for SEN support

- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical
- Cognition and Learning

(See appendix 2)

#### **6. Medical Conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to plan to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their

provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions' (2014) Horsted recognizes this duty to properly support pupils with medical conditions, adhere to any individual health care plans and ensure that such pupils have full access to educational experiences including physical education and off-site trips. Some children with medical conditions may be disabled and therefore we will comply with our duties under the Equality Act (2010).

## **7. Roles and responsibilities**

### **7.1 The SENCO**

The SENCO is Katy Baker.

- The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
- The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **7.2 The SEN governor and Governing Body**

The Governing Body has duties under Section 161(2a) of the Education Act to ensure that a child with SEN receives the help that his/her learning difficulty requires.

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **7.3 The headteacher**

The headteacher has responsibility for the day to day management of SEN provision. The Headteacher will make budgetary, staffing and resource decisions and will be responsible for the internal moderation of standards and overseeing implementation of the SEN policy. Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.

### **7.4 Class teachers**

- Each class teacher is responsible for the progression and attainment for all pupils in their class, this includes those with SEN, and they should ensure lessons and learning experiences are accessible and appropriate for all as part of quality first teaching.
- The class teacher is responsible for the identification of needs and delivery of programmes of work for the SEN pupil in the classroom including differentiation of learning for pupils with SEN.
- Working with the SENCO the class is responsible for monitoring and reviewing outcomes of this additional provisions and decide on any changes to provision. Recording these interventions and evaluating them via the appropriate procedures.
- The class teacher will liaise with parents and keep them informed at all stages of provision for special needs teacher/ parent meetings and where needed through written contact.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring they follow this SEN policy.

### **7.5 Continued Professional Development**

The SENCo has gained up-to-date training from Canterbury Christ Church University and achieved The National Accreditation for Special Educational Needs Coordinator.

Regular training will be sought through outreach services, SNAPDRAGONS and MEDWAY Council to ensure policies and practice are following the most recent findings and research.

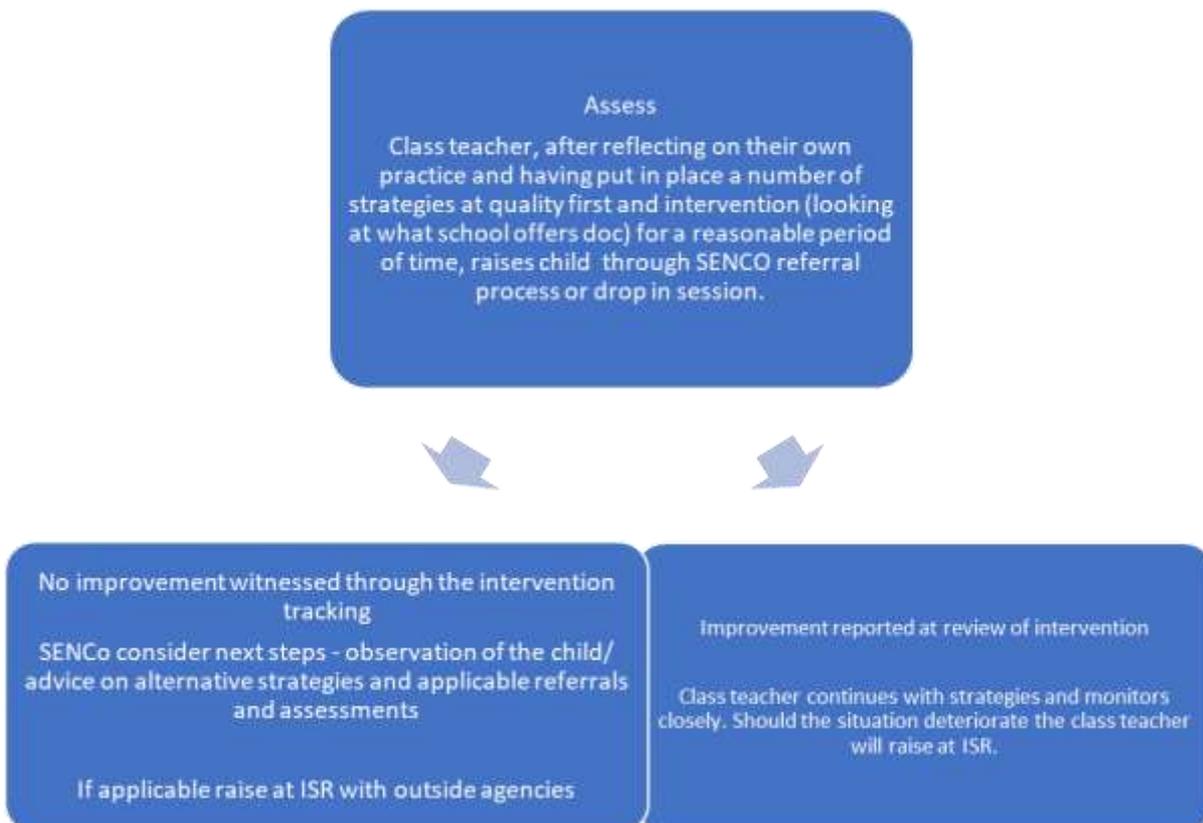
Training needs are identified by staff themselves or by the SENCo to meet the needs of children in school or those known to be coming into school.

## **8. Supporting children with SEND – A graduated approach**



Horsted has adopted the graduated approach in line with the SEN Code of Practice (2015). (see appendix 3)

Where a pupil is identified as having SEN, schools should act to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



## Assess

Assessment and reviews will be carried out in a number of ways where appropriate:

### Assessment Based Tests

- National Curriculum Assessments
- Literacy and Maths testing
- Speech and Language Link
- Phonics screening
- Sound linkage
- Snapdragons questionnaires
- SNAP IV profile
- Strength and difficulties questionnaire (SDQs)
- BPVS
- Salford reading and comprehension
- Helen Arkell Spelling Test
- More Trouble with Maths
- The dyscalculia assessment
- Hornsby Test for Auditory Discrimination

### Assessment based on observation and discussions

- Teacher observations
- Parent observations
- SENCo observations
- SALT observations/ assessments
- Nursery report
- Previous teacher pen portraits/ handover
- Health records
- Outreach services
- Meet the teacher

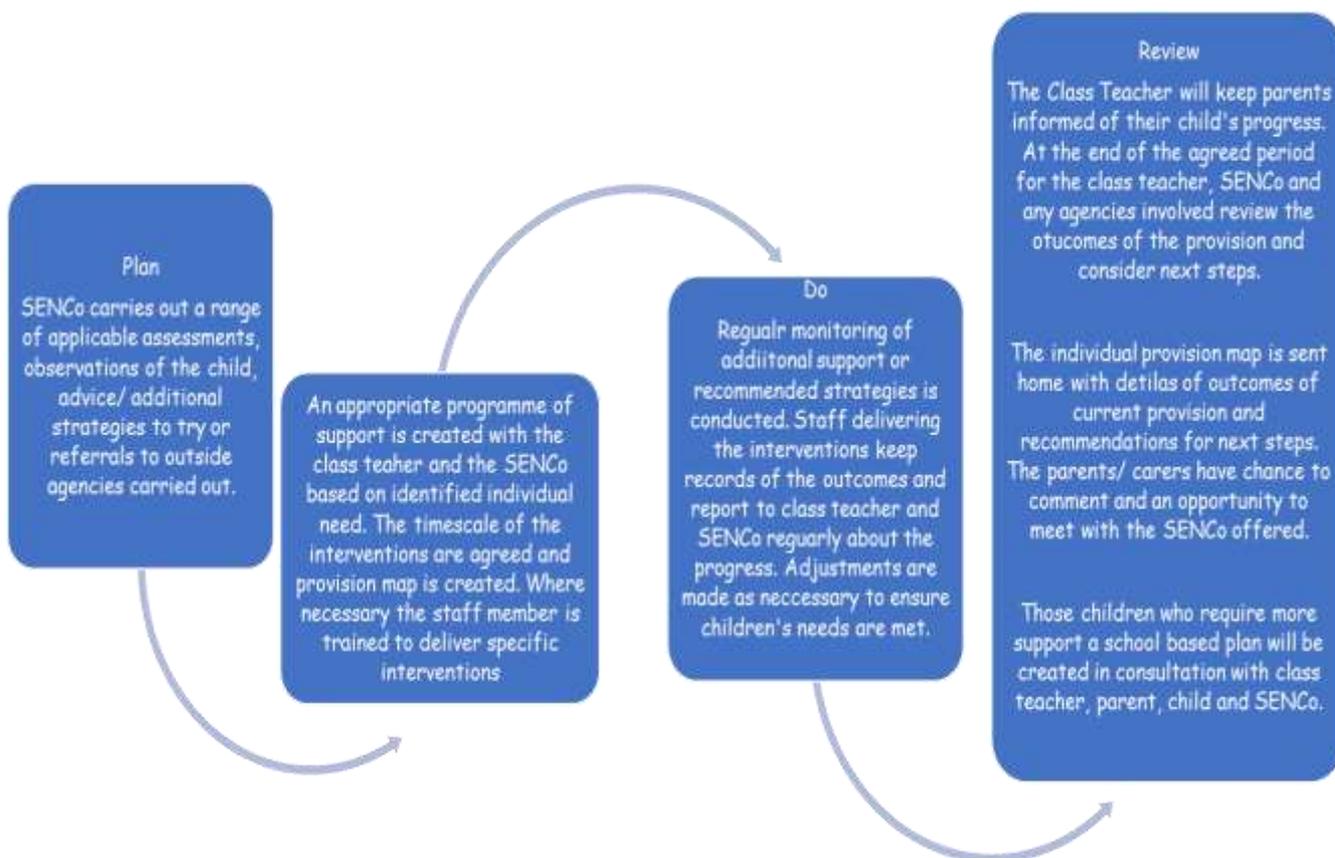
### Whole school monitoring cycle

- Work scrutiny
- Data tracking and analysis
- End of year scores
- Pupil progress meetings
- Performance management observations of class teachers
- Parent information evening
- Pre-in school review and In-school review
- Learning walks
- Drop-ins

This is an on-going process and particular attention is given to transition

- prior to entry to school
- on entry
- change of school

- change of year/teacher



## 9. Provisions at Horsted

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We can also provide interventions such as – (this list is not extensive and not all interventions are suitable for all children)

<b>PROVISION AND INTERVENTION</b>	
Medway hopscotch personalised interventions	
Marlborough Outreach	
Forti Trust Outreach (Bradfields)	
English and Maths	Communication and Interaction
Plus 1 Power of 2 The Hornet Word Wasp SNIP Daily/ Frequent reader Personalised spelling strategy RWI Fresh Start VIPERS	Speech and Language Link Speech and Language Therapy Language for Thinking Advisory Teacher – HI and VI
Cognition and Learning	Emotional, Behavioural and Social
Daily Lesson Support small group or 1:1 Beat Dyslexia Toe-by-toe Sound Linkage Pre-teaching Memory Games Precision Teaching	Quiet Area Fiddle Toys Wobble/ Vibrating Cushion Rocket Club Ear Defenders Anger Management Lego Therapy Emotional Regulation Social/ Confidence Group ELSA Drawing and Talking Therapy Play Therapy Time to talk Sulp Social Stories
Sensory and Physical	
OT BEAM/ Fizzy Sensory Circuits Fine motor skills – clever fingers, dough disco Handwriting Visual Perception Activities Write Dance Heavy Work Movement Breaks	

### 10. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **11. Additional support for learning**

Many of the staff at Horsted have established a wealth of experience in dealing with a variety of Special Needs. We have a number of teaching assistants who are trained to deliver interventions such as Lego therapy, BEAM, sensory circuits to name a few. Teaching staff will have the opportunity to attend training courses relevant to Special Needs and to further their own professional development.

Teaching assistants will support pupils on a 1:1 basis or small group as and when required.

We work with the following agencies to provide support for pupils with SEN:

- Occupational Therapist
- Speech and Language Therapist
- Fortis Trust Outreach
- Marlborough Outreach
- Advisory Teacher
- Educational Psychologist
- School Nurse
- Play therapist
- Specialist Teacher

## **12. Funding**

The notional SEN budget is not ring fenced and therefore it is for schools to manage the whole of its budget to include provision for SEN. At Horsted we strive to always use this process to provide the highest quality of SEN support possible.

The Governors and Head Teacher will determine the appropriate allocation of resources including staffing following receipt about budget allocations from Medway Council. The school allocates the SEN funding based on the whole school needs of children with SEN.

Additional funding for more expensive special educational provision is available from Medway Council. This is known as E2 (Top-Up) funding for children without EHCPs and E3 funding for those with EHCPs. This is provided where the cost of special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (Code of Practice, 2015, p.110) The school provides evidence of how the allocated budget and additional money is used to support the pupil.

## **13. Consulting and involving parents and children**

This school has a commitment to working in partnership with parents. The class teacher will have an initial early discussion with their parents and pupil, where applicable, when identifying whether a child requires additional support or there is a need for special educational provision. These conversations may take place after school or at parents' evenings and will make sure that:

1. Everyone develops a good understanding of the pupil including likes, dislikes, areas of strength and difficulty.
2. We consider the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are. The parent is informed of any additional support the child may receive, outside agency involvement going forwards or SENCo support.

If additional support is required parents will be sent home a copy of the provision map for their child or asked to consent to outside agency involvement. Other instances where formal consent will be asked by parents is if class teachers have concerns and would like to discuss a child to seek advice from other agencies in the in-school review (ISR) This will also give parents a chance to comment on their concerns over a child's progress, performance, behavior, health and general development if they should wish.

At any point a parent is actively encouraged to seek advice of the class teacher, SENCo or head teacher at any time. Parent's views are sought and acknowledged as part of the identification, assessment, provision and review cycle of SEN support. The SENCo and class teacher will be available at regular parents' evenings for drop-in appointments or formal conversations. If there is a concern before these meetings parents are advised to contact the school office to book an appointment or a drop-in session with the SENCo. Appointments and drop-ins are available Monday-Wednesday.

We will formally notify parents when it is decided that a pupil will receive SEN support, outside agency advice is sought or they are receiving outside agency involvement or they are being placed on the school's SEN register. This may be from the agency directly or through the school, this may be in person or through writing.

See appendix 4 "Working in partnership with parents"

#### **14. Monitoring and evaluation**

Pupil's progress is monitored using teacher assessment and small step tracking three times a year. If a child is receiving additional support the progress of these are monitored on the intervention record sheets at the start and end of the block and their impact reviewed to see if the additional support should continue or be changed.

Provision maps are used to record additional interventions and data is collected at the start and end using the intervention record sheets and teacher assessment tracking. The SENCo will then monitor their effectiveness for individual children and evaluate whether the additional support is meeting the needs of the child.

Quality of teaching is monitored through lesson observations, learning walks and book scrutiny. Pupil voice is sought by the SENCo for children with SEN twice a year alongside whole-school parent and pupil surveys annually. Feedback is given via parents evening forms and yearly reports.

Children with EHCPs will have a scheduled annual review meeting to look through a child's targets and amend as necessary based on their achievement's.

#### **15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where is necessary the school will use resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity.

### **16. Support for improving emotional and social development**

At Horsted 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 through PSHE), Social Use of Language Programme (SULP), Emotional Regulation, 'Circle Time', 'Talk Time' and indirectly in every conversation an adult has with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide a counselling service within school through play therapy, external referral to Emotional Well-being Team or NEFLT and 'Rocket Club' for pupils who cannot cope on the playground at lunch time.

Pupils in the early stages of emotional and social development because of their special educational needs, will be supported to enable them to develop resilience, beyond that required by pupils who do not need this support.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any lunchtime and afterschool clubs

We have a zero-tolerance approach to bullying.

### **17. Complaints about SEN provision**

Should a parent or carer have a concern about special provision made for their child they should, in the first instance, discuss this with their class teacher. If the concern continues this should be referred to the head teacher, who will try to resolve the matter and can advise on formal procedures for complaint.

The Complaints procedure for SEN issues follows the same guidelines as complaints for other issues.

### **18. Dissemination**

Critical information is disseminated through the most appropriate of the following means:

- Staff meetings
- Pupil progress meetings
- Photocopying of reports from agencies to teachers and teaching assistants
- Profile of need and SEN register kept in each class
- In School reviews (ISRs) held three times a year
- SENCO drop in sessions fortnightly
- Transition meetings
- Google Drive for SEN

In accordance to GDPR all information on children is stored in lockable facilities or used on our secure shared area.

## 19. Contact details of support services for parents of pupils with SEN

- Snapdragons – parent support groups
- School Nursing – Emily Ellis
- Kent Autistic Trust – 01634 405168
- Young Medway Parents & Carers Forum
- ROCC Stars – Rivermead Outreach Community Challenge  
<http://www.rivermead.org.uk/rocc/298.html>
- NEFLT <https://www.nelft.nhs.uk/services-kent-medway/>
- A Guide to Special Educational Needs and Disabilities for parents and carers, summing up the new Code of Practice:  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- "My Autism and Me video"  
<http://www.bbc.co.uk/newsround/15655232>
- Talking to your child about autism  
<https://www.bbc.co.uk/cbeebies/joinin/pablo-talking-to-your-child-about-autism>
- Hints and tips for children with ADHD  
<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-adhd/>
- Ten things parents should know about Dyslexia.  
<https://www.nessy.com/uk/parents/dyslexia-information/10-facts-every-parent-needs-know/>

## 20. The local authority local offer

The Local Offer will:

- give you information about Education, Health and Care services
- give you information about leisure activities and support groups
- hold all the information in one place
- be clear, detailed, accurate and accessible
- make it easier to find out what you need to know
- help you to find the nearest and most suitable services
- make service provision more responsive to local needs and aspirations

[https://www.medway.gov.uk/info/200307/local\\_offer/831/about\\_medways\\_local\\_offer](https://www.medway.gov.uk/info/200307/local_offer/831/about_medways_local_offer)

## 22. Inclusion and Equality

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make our teaching fully inclusive. We recognize the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation.

At Horsted we seek to actively encourage equity and equality through our work. No gender, race, ethnicity or disability will be discriminated against.

## 21. Monitoring arrangements

This policy and information report will be reviewed by Katy Baker – **SENCo every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the head teacher and governing board.

## 22. Local Authority

As a school we make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Area of need	Step 1: Quality First Teaching	Step 2: Interventions (Trial for 6weeks)	Step 3: Parental discussion Possible referral	Step 4: SEND Diagnostic (New interventions may be advised from this before moving onto step 5)	Step 5: SEN Register
Communication with parents	<p><b>Before moving onto step 2.</b></p> <p><b>Face-to-face or over the phone: Make parents aware of initial concerns by speaking to them informally.</b></p> <p>“I just wanted to let you know that we have noticed (NAME) is struggling a little bit with XXX therefore we have put in place XXX to support them”.</p> <p>LOG RECORD OF CONVERSATION on parent contact form.</p>	<p><b>During parents’ evenings - Face-to-face or over the phone: Make parents aware that concerns are still there by speaking to them informally.</b></p> <p>“(NAME) is finding XXX difficult and therefore they are getting some additional support via XXX group...”</p> <p>LOG RECORD OF CONVERSATION on parent contact form.</p> <p><b>Send home intervention letter and provision map every two terms.</b></p>	<p><b>Face-to-face or over the phone: Make parents aware that concerns are increasing and that you are going to seek advice from the SENCO for other support and strategies that could be implemented.</b></p> <p><b>(SEE SENCO FOR ADVICE ON HOW TO DISCUSS THIS IF UNSURE.)</b></p> <p>LOG RECORD OF CONVERSATION on parent contact form.</p>	<p><b>Face-to-face, over the phone:</b></p> <p><b>Keep parents informally updated on the progress their child is making.</b></p> <p>LOG RECORD OF CONVERSATION on parent contact form.</p>	<p><b>Face-to-face or over the phone:</b></p> <p><b>Class Teacher to request a meeting with parents and SENCO to discuss the next steps for their child.</b></p> <p>LOG RECORD OF CONVERSATION AND MEETING on parent contact form.</p>
<p><u>Cognition and Learning</u></p> <p>Global Delay (GD)</p> <p>Dyslexia</p> <p>Dyspraxia</p> <p>Dyscalculia</p> <p>Auditory processing disorder (APD)</p>	<p>Differentiated planning, activities, delivery and outcomes</p> <p>Visual prompts/modelling</p> <p>Word Banks</p> <p>Sentence starters</p> <p>Task Boards</p>	<p>Precision Teaching</p> <p>Handwriting</p> <p>Write from the start</p> <p>Write Dance</p> <p>Pre-teaching</p> <p>Read Write Inc (RWI)</p> <p>Toe-by toe Plus 1</p>	<p>Meeting/ phone consultation with parents to discuss school and parental concerns with parent and Class teacher (SENCo is available to sit in on this meeting if required)</p>	<p>Salford Reading and Comprehension test</p> <p>Numeracy Assessment – WRM</p> <p>Phonics Screening</p> <p>BPVS</p> <p>Sound Linkage</p>	<p>Consider school-based plan, referral to external agencies and targets delivered.</p> <p>School based plan - Targets to</p>

	<p>Writing frames</p> <p>Mind maps</p> <p>Longer processing time (10 second rule)</p> <p>Multi-sensory approach</p>	<p>Power of 2</p> <p>The Hornet</p> <p>Word Wasp</p> <p>SNIP</p> <p>Daily/ Frequent reader</p> <p>Personalised spelling strategy</p> <p>Daily Lesson</p> <p>Support small group or 1:1</p> <p>Sound Linkage</p> <p>Memory Games</p>	<p>Discussion documented on parent contact form.</p> <p>Parents would have been aware of interventions already in place through intervention letter and provision map every two terms.</p> <p>Complete SENCo referral form and pass onto SENCo.</p>	<p>assessment</p> <p>Referral to EP</p>	<p>be written with the class teacher and shared with parents and child.</p> <p>To be reviewed 3 x yearly.</p>
<p><u>Communication and Interaction</u></p> <p>ASD</p> <p>Speech and Language need</p>	<p>Visual timetables</p> <p>Simplified/ modified language</p> <p>Children to repeat back</p> <p>Breakdown instructions</p> <p>Increased visual aids/ modelling etc.</p> <p>Communication in print</p> <p>Structured class routines</p>	<p>Speech and Language Link</p> <p>Communication in print</p> <p>My Plan targets from Speech and Language therapist</p> <p>Language for thinking</p>		<p>Speech and Language Link</p> <p>Referral to SALT</p>	
<p><u>Emotional, Behavioural and Social</u></p> <p>ADHD</p> <p>OCD</p> <p>ODD</p>	<p>Star of the week</p> <p>Star pegs</p> <p>Whole school/ class rules</p> <p>Class reward system</p> <p>Circle time</p> <p>Emotional Check in</p>	<p>Quiet Area</p> <p>Fiddle Toys</p> <p>Wobble Cushion</p> <p>Rocket Club</p> <p>Ear Defenders</p> <p>Anger Management</p> <p>Lego Therapy</p> <p>Emotional Regulation</p> <p>Social/ Confidence Group</p> <p>Social stories</p> <p>Understanding emotions</p>		<p>Referral to school nurse</p> <p>Referral to EP</p>	
<p><u>Sensory and Physical</u></p> <p>Visual Impairment</p> <p>Hearing Impairment</p> <p>Physical</p>	<p>Sensory circuits</p> <p>Writing slopes</p> <p>Pencil Grips</p> <p>Slop boards</p> <p>Move and Sit Cushion</p>	<p>BEAM/ FIZZY</p> <p>Clever fingers</p> <p>Sensory circuits</p> <p>Heavy work</p> <p>Movement breaks</p>		<p>Referral to OT or Advisory Teacher</p>	

disability	Fiddle toys	OT Student Passport targets  Advisory Teacher – HI and VI			
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## Appendix 2

Specific learning difficulties (SpLD); - Moderate learning difficulty (MLD); - Severe learning difficulty (SLD); - Profound and multiple learning difficulty (PMLD); - Speech, language and communication needs (SLCN); - Social, emotional and mental health (SEMH); - Autistic spectrum disorder (ASD); - Visual impairment (VI); - Hearing impairment (HI); - Multisensory impairment (MSI); - Physical disability (PD); - 'SEN support' but no specialist assessment of type of need (NSA).

### 1. Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

### 2. Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with Organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

### 3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

### 4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

## Appendix 3

### The Graduated Approach

All staff are obliged to follow and implement the Code of Practice 2015, relating to students with SEND or additional needs. The code is based around an approach of making reasonable adjustments for all students within the classroom and monitoring these changes in the following cycle.

1. **Quality First Teaching** – using our knowledge of the students and their needs we prepare and deliver quality lessons using a variety of methods and provisions.

2. **Concerns** - Review the QFT guidance for strategies and make reasonable adjustments where necessary. Also, ideas to develop the quality first teaching strategies into interventions can be taken from Medway Core Standards and what school has to offer doc. Monitor and record these strategies and their impact using the provision map and intervention records. This is the first cycle of the graduated approach.
- **Monitor** – evaluation of provision, concerns and strategies are shared with teaching staff by the SENCo and the student is then monitored using the new provision or referred to ISR or for further assessments. This is the second cycle of the graduated approach. (At this stage the student may be placed on the SEN Register if their provision and interventions go above and beyond normal practice)
3. **SEN Register** – using the data gathered the SENCo will determine whether the student is to be placed on the SEN register, what further assessments/ referrals are needed or whether the student can be catered for with QFT and therefore is not placed on the SEN register

**WAVE 1** – we cater for **all** students through quality first teaching.

**WAVE 2** – teachers make **reasonable** adjustment for students and monitor these for impact.

**WAVE 3** – the adjustments become increasingly Personalised and cater for individual needs. The cycle will be completed multiple times as the students' needs change.

#### SEND Graduated Support Provision

Stage of support	School Support	Specialist Support	School Based Plan	Educational, Health and Care Plan
Nature of support	QFT/ additional support using school's resources	This may be advisory or direct input with the child. It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for funding enabling the school to more effectively support the child	This plan considers a number of needs which include a combination of EHC issues. Additional funding may be available to meet the child's needs.
Criteria for placement	Working below age expectation, making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. SALT, outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage.	Insufficient progress is being made and standards are significantly below expectation.	Where a child has a significant, sever and sustained need, it may be necessary to enter a multi-disciplinary assessment process in order to consider the need for an EHCP
Moving on	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/ support is essential to access the	Child will remain at this stage whilst need remains subject to annual review.

			curriculum. Annual review.	
Criteria for exiting	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from the SEN register and placed on the monitoring register if progress is good or better than expected	If progress is such that significant modifications and support are no longer required to enable access to the curriculum	At the end of each key stage, the child will be reviews and a decision made whether a plan for the next phase of education is required

#### Appendix 4

##### Working in Partnership with Parents

- Parents are informed of outcomes in reading, writing and Maths 2x yearly through parents evening reports.
- All parents are invited 2 x a year to discuss their child with the class teacher and SENCo on request.
- All parents receive an End of Year Report with an offer of a meeting with the class teacher. This includes data information including phonics screening, end of KS1 results.
- 

BAND	Information Sharing with Parents
A	<p>Children who have not be previously raised as a concern but are now requiring additional provision that is beyond normal classroom differentiation and quality first teaching and added to the provision map</p> <ul style="list-style-type: none"> <li>• This does not require formal discussion or written information for parents</li> <li>• These children are not on the SEN register</li> <li>• If after a period of assessment over two terms of consistent additional provision which could be in class at QFT or out of class in small group or 1:1 and where the child has not progressed or met targets the Class Teacher is to have a discussion with parents informing them that their child requires ongoing support and input from the SENCo.</li> <li>• At this point parent discussions are recorded and passed to the SENCo.</li> </ul>
B	<ul style="list-style-type: none"> <li>• Class teacher to have a discussion with parents informing them that their child requires ongoing support/ an assessment by SENCo or SALT/ OT or asking permission to refer to external agency.</li> <li>• SENCo referral document completed detailing discussion with parents, signed by parent and passed to SENCo.</li> <li>• A letter will be sent home to inform parents their child is on the SEND register and will be receiving additional support.</li> <li>• Provision will be recorded on the provision map and sent home 3x yearly with an opportunity for parents to discuss this further with the class teacher and/or SENCo.</li> </ul>
C	<ul style="list-style-type: none"> <li>• The children receiving either direct or programme package from SALT parents will be offered approximately 3 x per year meetings with the SALT and the SENCo.</li> <li>• Provision will be recorded on the provision map and sent home 3x yearly with an opportunity for parents to discuss this further with the class teacher and/or SENCo.</li> </ul>
D	<p>These children may have a school-based plan drawn up with the parents</p> <ul style="list-style-type: none"> <li>• Parents are offered the opportunity to meet or offer their views with class teachers, any outside agencies involved (where possible) and the SENCo 3 x yearly.</li> <li>• In addition, class teachers and the SENCo will ensure formal updates and meetings are held in line with parental requests.</li> </ul>

E	<p>Likely to have an EHCP</p> <ul style="list-style-type: none"><li>• Parents are offered the opportunity to meet or offer their views with class teachers, any outside agencies involved (where possible) and the SENCo 3 x yearly.</li><li>• The final meeting will be an annual review in line with the code of practice</li></ul>
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## Appendix 5 – Special arrangements in relation to COVID-19.

From the week commencing 1 June, the government announced plans for a phased return of some children to school. The children this impacts are:

- children in reception, year 1 and year 6
- vulnerable children and children of critical workers – they have been supporting since the end of March

Horsted School will continue to be open to vulnerable children and key workers. From the 1<sup>st</sup> June, provided it is considered safe to do so, we will open further to the above year groups.

For children who have an education health and care (EHC) plan, attendance is expected where it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational environment. In order to ensure that our pupils with EHC plans are supported we have continued to consult families with regards to whether or not their child needs to attend school. If it is determined that their needs can be met in school. Horsted will be providing the following:

- Children will be taught in 'key worker class' with a small group of their peers and up to 3 adults. Unless they are part of the phased return year r, 1 and 6 pupils where they will be part of their class group with up to 2 adults with a maximum of 10 children.
- Adult support will be available for younger children who may need support with social distancing.
- Children will have access to the curriculum through planned lessons, set by class teachers, which consider the needs of the children.
- Children will have access to activities linked to the outcomes on their Education Health Care Plans.
- Children will have access to visual supports such as visual timetables, now and next cards or task cards.
- Children will have access to resources such as coloured overlays, ear defenders, wobble cushion.
- Children will have access to technology where appropriate, such as tablets and laptops.
- Children will have access to online apps and games.
- Children will have access to well-being activities and resources to support emotional well-being, such a social or emotional stories.
- Due to staffing capacity, other provisions will not be possible at this time.
- Children will have access to Family Liaison Officer for further support

### **The previous offer (shown below) still applies to SEND children who remain at home.**

Following the closure of schools from the 23<sup>rd</sup> March 2020 Government guidelines stated:

*Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.*

*Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.*

In order to ensure that our pupils with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school we are undertaking weekly check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

SENCo will send work for individual SEND children relating to the outcomes on their EHCP.

Parents of SEND pupils may require our support at this time and the messaging facility via SENCo emails or class emails allows for private conversations to be had between staff and parents. The SENCO can be reached at [senco@horstedschool.co.uk](mailto:senco@horstedschool.co.uk)

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our secondary colleagues to ensure that the information needed is shared. We will keep you informed as to any other transition opportunities that might be available as the summer term continues.

Resources that support our pupils' SEND needs during this unprecedented time have been uploaded on to the school website in the SEND section. These will continue to be updated as time passes.

External agencies will only become involved if necessary following the usual graduated response process detailed above.

## **Appendix 6 – Special Arrangements in relation to National Lockdown due to Covid 19 – 4/1/21 – 12/2/21**

From January, the government announced another national lockdown.

Following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Horsted will be providing the following:

- Children will be taught in keyworker 'bubbles'
- Reception and Year 1
- Year 2,3,4
- Year 5 and 6

Each 'bubble' will have set teachers and teaching assistants assigned to it.

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which consider the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.

### **If a SEND child is at school or home:**

- Children will have access upon request to all provisions as listed in SEND Provision section of the SEND information report. These include:
  - Provision required for a child to meet the outcomes on their Education Health Care Plans.
  - Visual supports such as visual timetables, working memory boards, now and next cards or task cards.
  - Coloured overlays and sensory resources
  - Technology where appropriate, such as laptops and iPads.
  - Access to resources to support emotional well-being, such a social or emotional stories.
  - Online provisions, such as TT Rockstars
  - Speech and Language Therapy Sessions

### **For children in school:**

- In class provisions, such as daily reading, Maths, reading, writing, phonics, spelling interventions, fine motor skills and handwriting.

### **For children at home:**

- Online interventions offered for EHCP children to meet their plan targets.

- Live registration and help session daily
- Pre-recorded lesson and activities provided by the class teacher or Teaching Assistants.

**For all SEND children:**

- Work will be differentiated and targeted to their needs.
- EHCP annual reviews or meetings will be held via Zoom/Microsoft Teams/Telephone call with professionals and parents.
- Outside agencies will begin providing interventions online via Zoom/ Microsoft Teams/Telephone calls, where necessary.

**The offer shown below applies to any children that are being taught remotely.**

As stated in the government guidance:

*'Where a class, group or small number of pupils need to self-isolate, or there is lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.*

Should there be a case for children to work from home, Horsted will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Daily contact with children via Microsoft Teams or an email, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set a mix of blended work (live or pre-recorded lessons and online work set on the school website) and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.
- All children will be monitored for their attendance on TEAMS and email access by SENCo/ FLO and follow up emails and phone calls may be made to check in.
- Advice and support resources emailed regularly.

Parents of SEND pupils may continue to require our support at this time through Class Email, SENCo email or FLO contact phone, allows for private conversations to be had between staff and parents. The SENCO can be reached at [senco@horstedschool.co.uk](mailto:senco@horstedschool.co.uk).

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

External agencies should continue to provide services either face to face or remotely. The school SENCo will liaise with services to ensure provision is being offered. We will ask them to become involved if necessary following the usual graduated response process detailed above.

## Appendix 7

Effective from September 2021

All such pupils (meaning those who are isolating) not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

and

The Direction requires that **where a class, group of pupils, or individual pupils** need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. (The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity (No.2) Direction – Explanatory Note)

It also states:

Where needed, the remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

The guidance also states

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
  - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
  - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
  - providing scaffolded practice and opportunities to apply new knowledge
  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
  - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
  - avoiding an over-reliance on long-term projects or internet research activities

Horsted will be live linking into classes to achieve these remote education statutory standards.

We will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Therefore, we will not solely use digital means to teach these pupils remotely but supplement it through resources emailed or can be collected from the school office.

If pupils with special educational needs or disabilities (SEND) are not able to be in school their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress. We recognise that some pupils with SEND may not be able to access remote education without adult support so we will work with those families to deliver an ambitious curriculum appropriate for their level of need.

The requirement for schools within the [2014 Children and Families Act](#) to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.

In line with OFSTEDs guidance we will consider -

- Careful selection and sequencing of curriculum content is the essential starting point for providing remote education. This means really focusing on the most important things for children and young people with SEND to learn.
- Structure, routine and consistent support continue to be important for many children and young people with SEND. However, the flexibility of asynchronous approaches to remote education is really helping some children and young people with SEND to learn and make progress.
- Effective communication with families and carers is crucial. Strengthening relationships with parents and carers and giving them the knowledge and practical help, they need to support their child's learning has had a positive impact and may have longer-term benefit.

You can read further **the statutory obligations**, please visit <https://get-help-with-remote-education.education.gov.uk/statutory-obligations>