



# Policy Document

Sedley's C of E Primary School

## Special Educational Needs & Disability Policy

July 2025

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**This policy is written in line with the requirements of:**

- Children and Families Act 2014
- SEN Code of Practice 2014
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012

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

- Behaviour Policy, Safeguarding Policy, Complaints Procedures, Admissions Policy and (Equality (access) Accessibility plan).
- Inclusion Equality Policy

## Definition of SEN

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

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

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

## Definition of disability

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



# SEN Provision at Sedley's Church of England Primary School

At Sedley's Church of England Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which occur less frequently and where needed we accept specialist advice and support so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Speech, Language & Communication needs (e.g. Autism) and Physical Disability. Decisions on the admission of pupils with Education, Health and Care plan are made by the Local Authority.

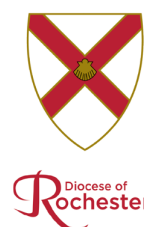
The admission arrangements for pupils without an Education, Health and Care Plan are made in accordance with the schools Admission policy and does not discriminate against or disadvantage disabled children or those with special educational needs.

## Identification and Assessment of SEN

At Sedley's Church of England Primary School we monitor and assess the progress of all pupils regularly to review their academic progress.

Where progress is giving cause for concern, even if special educational need has not been identified, teachers put in place extra support to enable the pupil to catch up. Parents are kept informed of any concerns a teacher may have regarding their child through both formal and informal meetings with the teacher.

Some pupils may continue to make below expected progress, despite high-quality teaching targeted at their areas of need. For these pupils, a range of more detailed assessment are used to understand what additional resources and different approaches could be required to enable the pupil to make better progress. This could also include the use of external advisors such as the Specialist Teaching and Learning Service (STLS), Educational Psychologist and Speech and Language Therapist to support the SEN team and staff in the assessment and planning for children with additional needs. It may be at this point that we will have identified





that a pupil has a special educational need, because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource, (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If after receiving this extra support the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified as having special educational needs. When any change in identification or provision for SEN is made parents will be informed.

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

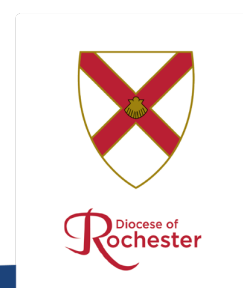
## Evaluation of SEN Provision

At Sedley's Church of England Primary School we regularly evaluate the effectiveness of our provision for SEND pupils. Pupil progress and provision meetings (PPP) are held termly. The impact of provision for all pupils, including pupils with SEND is assessed and monitored. In addition, SEND pupils with personalised support plans have their outcomes regularly reviewed and after listening to the views of the pupil, parents, teachers and specialist support staff, new outcomes are set.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress as:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

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



# Arrangements for Review of progress of SEN pupils

The progress of SEND pupils and the impact of additional support is assessed termly at the PPP meetings. If these assessments do not show adequate progress is being made the SEN personalised support plan will be reviewed and adjusted. If outside agencies are involved in supporting a SEN pupil, their advice is sought when updating Personalised Plans.

## Teaching pupils with SEN

At Sedley's Church of England Primary School high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. *SEN Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support / small group teaching, use of ICT software learning packages or specialised intervention programmes.

## Additional support for SEN

At Sedley's Church of England Primary School additional support for learning is available to pupils with special educational needs. As part of our budget we receive 'notional SEN funding'. This funding is used in part to ensure that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and these are highlighted on the Provision Maps which are reviewed at the PPP meetings. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs, and above that amount the Local Authority should provide top up funding to the school. This is called High Needs Funding (HNF) and is applied for annually for each pupil for whom spending exceeds the £6,000 threshold.



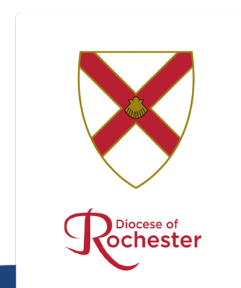
# Inclusion for pupils with SEND at Sedley's Church of England Primary School

All clubs, trips and activities offered to pupils at Sedley's Church of England Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Risk assessments are carried out to ensure the safety of a visit or activity both on and off the school site. Planning visits are also made to all off site venues by staff leading any educational visit. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of a SEND pupil in the activity.

## Emotional and Social Development of SEND Pupils

At Sedley's Church of England 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 through PSHE lessons and indirectly with every conversation an adult has with pupils throughout the day.

For some pupils with the most need for help in this area we also provide a time-out/safe space for pupils to use when upset or agitated especially at lunch and play times, an identified member of staff to offer a listening ear, and if necessary an external referral can be made to Child and Adolescent Mental Health Service (CAHMS).





# Staff Training

At Sedley's Church of England Primary School all teachers and teaching assistants have been trained in

- Child Protection/Safeguarding
- Equality
- E-Safety

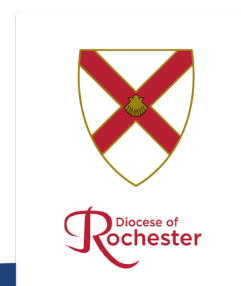
In addition, teachers and teaching assistants that support SEND pupils have had awareness training in;

- Language Link
- ADHD Awareness
- Speech Link
- ASD Awareness
- Phonics

We also have staff trained to deliver these SEND programmes.

- BEAM
- Social Use of Language (SULP)
- Synthetic Phonics
- Toe-by-Toe
- Sensory Circuits
- Power of 2 and Plus 1

Input can also be provided by an Educational Psychologist, the Specialist Teaching and Learning Service, Speech and Language Therapists and occupational and physio therapists. Through Kent's Local Inclusion Forum Team (LIFT) we have access to cognitive, speech and language and behaviour specialists.







# Consultation with Parents/Carers

All parents/carers at Sedley's Church of England Primary School are formally invited to discuss the progress of their children twice a year and also receive a written report twice a year. In addition parents are also given the opportunity to come into school for a variety of curriculum events and meet informally with teachers when needed.

As part of normal teaching arrangements, all pupils may access additional support to help them reinforce learning or catch up if progress data indicates a need. This does not imply that a child has a special educational need, or that they are receiving SEND support as defined by the Code of Practice 0-25. Any such provision is recorded and evaluated and this information is shared with parents at our consultation evenings.

If following this universal provision progress is not seen, we will contact parents to discuss the need for additional support and assessments. At this point a pupil may be identified as having SEND support and parents will be regularly kept informed of the provision accessed by their child and be supported to contribute to assessments and reviews.

For pupils with SEND support, both class teachers and the SEND team are happy to meet with parents to discuss any concerns when requested.

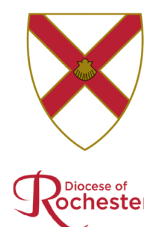
## Pupil Voice

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 in an age appropriate manner about arrangements made for them as part of a person-centred planning approach. Parents will continue to play the significant role in the early years with the young person taking more responsibility and acting with greater independence in later years.

## Complaints Procedure

The normal arrangements for the treatment of complaints at Sedley's Church of England Primary School are used for disagreements about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCo or a member of the Senior Leadership Team to resolve the issue, before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains





unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

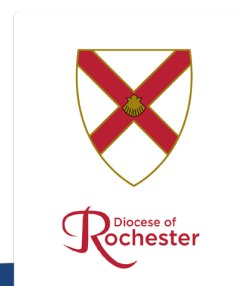
## Support Services for Pupils with SEND and their families

The school are able to engage with the following bodies as required:

- A Service Level Agreement with an Educational Psychologist service.
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. NAS, SENCO forum and NASEN
- Referrals to the school wellbeing service, or Early Help, who can offer advice and signpost families to commissioned services to support families with accessing agencies outside of school.

## Supporting SEND Pupils Transferring between Phases of Education

At Sedley's Church of England Primary School we work closely with parents and the settings used by pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For SEND pupils entering EYFS visits are made to the pre-school setting and if parents wish it their home, by the SENCO, class teacher and/or classroom





support assistant. For casual admissions, the previous school is contacted by the SENCO if the child is designated as SEN with support.

We also contribute information to a pupils' onward destination by providing information to the secondary school. The SENCO of the secondary school is invited in to observe the pupil in their familiar setting and a transition plan is discussed and agreed with the pupil, parents and the two schools to assist with a smooth transition. Where possible additional visits to the new school are arranged for the pupil, prior to the year 7 induction day, to familiarise the pupil with the environment and key staff.

## KCC Local Offer

The local authority's local offer is published on Kent Education and Skills (KELSI) website [www.kelsi.org.uk](http://www.kelsi.org.uk). Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

## Contact Details

**SENCO:** Nikki Sands

**SEN Governor:** Sarah Collins

**Head of School:** Tina Handley

Please phone or email the school office if you wish to contact any of the above.

