



Policy Document

Sutton-at-Hone C of E Primary School

SEN Information Report

September 2024

For parents: to explain how SEND support works in our school

Unique Reference Number (URN):	144910
Approved By:	Local Governing Body
Policy Type:	Statutory
Adopted On:	September 2024
Date of Next Review:	September 2025
Review Period:	1 Year



Key Contacts

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Headteacher: Mrs Karen Trowell

Chair of Governors: Mr James Stubbs

Links

- [School SEND page](#)
- [School policies](#)
- [Alethia Trust SEND page](#)
- [Kent Local Offer](#)
- [Mainstream Core Standards for Parents](#)
- [Information, Advice and Support Kent \(IASK\)](#)

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1. What types of SEN does the school provide for?

We are an inclusive school and can make provision for every kind of frequently occurring special educational need. For most children, they do not need an Education, Health and Care Plan (EHCP).

Area of need	Condition, Profile or Difficulty (whether diagnosed or not)
Communication & Interaction (C&I)	Autism spectrum disorder
	Speech & language difficulties
	Other communication difficulties
Cognition and Learning (C&L)	Specific learning difficulties e.g., dyslexia & dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional & mental health (SEMH)	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties
Sensory and/or physical (S&P)	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Gross and/or Fine Motor skill difficulties

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Maggie Young who has many years of experience as SENCO. She is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination. She works Tuesday- Friday every week as our Assistant Headteacher and SENCO. Her responsibilities include: Safeguarding Lead, supporting pupils with additional needs including SEND, Health needs, pupil new to English and Looked after children.

Class teachers

In line with our school vision, values and policies (and as stated in the SEN Code of Practice), ALL of our teachers are teachers of SEN. All of our teachers receive in-house SEN training, and are

supported by the SENCO to meet the needs of pupils who have SEN. All of our teachers receive ongoing training from a variety of providers to support their personal knowledge and practice.

Teaching assistants (TAs)

We have a large team of working across 14 classes. Most are trained to deliver a number of specific interventions, and our training programme is always ongoing!

SEND related training completed by school staff includes:

All staff complete regular, planned training, as well as when a training need arises. Training may take several forms and may be for one, several or all staff.

Zones of regulation	Speech & Language	TEACCH
ASD	BEAM	Unconscious bias
ADHD	Sensory circuits	Attachment
Phonics	Precision teaching	Mental health
Dyslexia	Use of Visuals	Mainstream Core Standards

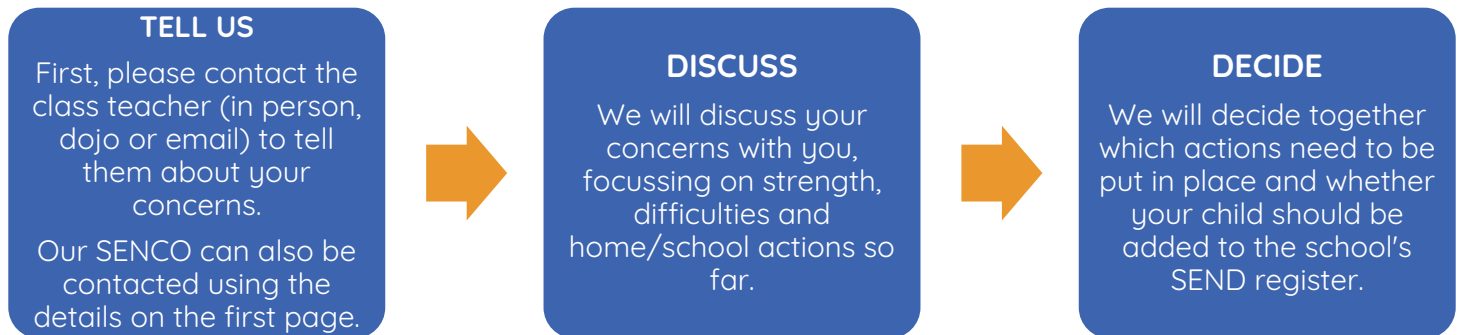
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Specialist and outreach Teachers (accessed via a meeting called 'LIFT')
- NHS Community Paediatricians (please note, waiting lists are *very* long and early referral is recommended)
- NHS Speech and Language Therapy (currently unavailable for most children in Dartford area). We are now working with Speech4Schools, a private practice for assessments.
- NHS Occupational Therapy and Physiotherapy (referral following intervention in school if criteria is met)
- Early Help and their commissioned services/ charitable organisations to support families
- NHS School Nursing service for Physical and Emotional health difficulties

- Orthoptic and Audiology professionals

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support and what will happen next?

- The reason we identify SEND is to help us plan actions needed to best support our pupils. Pupils with SEND need something “additional to or different from” their peers.
- All our teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in any of the areas listed under question one of this document. We regularly assess the attainment and progress of all pupils (end of term tests, accelerated reader, phonics screening etc)
- If the teacher notices that a pupil is falling behind or has gaps in their learning, they will strive to provide additional support. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.
- If the pupil is still struggling to make the expected progress, the teacher will discuss the possibility that the child has SEN with parents and the SENCO. Next steps will be shared with you and may include:
 - Observation (e.g., classroom, playground, lunchtime)
 - Analysis of work (e.g., books, assessments, discussion with the pupil)
 - Further discussions to gather information (e.g., with parents, classroom staff, midday staff)
 - Questionnaires (e.g., to consider various profiles of need)

- Specialist assessments in school (e.g., dyslexia screener*, speech/language assessments, motor skills screen. Please note, it is not our policy to seek written consent from parents prior to undertaking assessments.)
- Referrals to external professionals (e.g., specialist teachers, paediatrician & NHS services, wellbeing)
- Specific interventions. (e.g., learning, motor skills, social skills, sensory, emotional, speech & language)
- *Dyslexia: In line with the Kent Dyslexia Policy, we are able to screen for dyslexic profiles but cannot diagnose and do not pay for formal assessment. We use screener results alongside professional judgements to be solution focused rather than diagnosis focused.
- Screening reports are shared with teachers so they are aware of how to support your child through Quality First Teaching in the classroom. Parents are welcome to pay for private dyslexia assessment should they wish to do so, but this is not a requirement in Kent schools.
- Educational Psychologists (EP): Please note that at Sutton-at-Hone CE Primary, EPs are commissioned by the Local Authority to undertake agreed statutory assessment requests. We do not have an EP to refer to.

5. How will the school measure my child's progress?

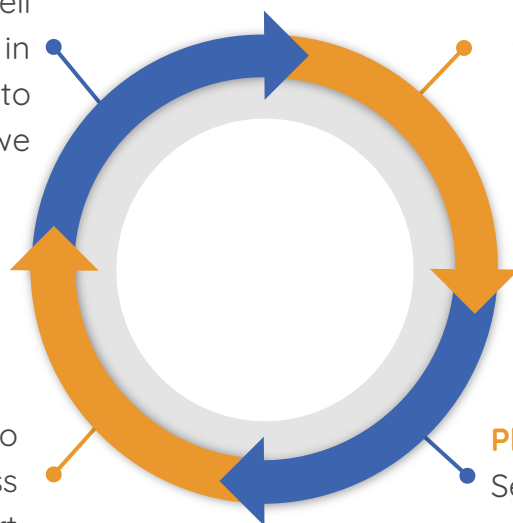
For pupils with SEND, we use a process known as **Assess, Plan, Do, Review ("APDR")**. This is also known as 'the graduated approach'.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set.

Assess

Info about strengths & difficulties from: Classroom & SEND specific assessments, parent, pupil and staff discussions and sometimes external professionals.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for making sure support is in place and is having the impact

Plan

Set targets and plan support needed to achieve them. The plan is recorded on a personal APDR plan then shared with the child, relevant staff and parents.

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.

6. How will I be involved in decisions made about my child's education?

You will be invited to meet with your child's class teacher at least 3 times each year (including parents evening) and are welcome to request further meetings in between. When meeting with the teacher (and SENCO if appropriate or requested), you can expect to discuss your child's progress and the support in place to help your child make that progress.

We know that you're the expert when it comes to your child's needs and aspirations. We want to work with you to gain a full understanding of your child's needs, including how any SEN support we are providing is impacting your child outside of school.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Choose an example task to demonstrate their progress
- Complete a survey type task



8. How will the school adapt its teaching for my child?

- Our Accessibility plan aims to improve the extent to which disabled pupils can participate in the curriculum. It can be found on our website policy page (link on page one)

- Your child’s teacher is 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 your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. The quality of teaching at our school was judged to be good in our last Ofsted inspection (March 2020).
- Our school works hard to accommodate the needs of all pupils by adapting the curriculum, our teaching, staffing levels, pupil resources available and the learning environment. We plan most adaptation when preparing lessons, but are also able to adapt lessons “in the moment”, most of the time.
- We use the Kent Mainstream Core Standards document (link on first page), which explains what schools must do to support children and young people with SEND so that they are included are able to make progress and are happy in school.
- We will incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their SEND targets each term
- Reviewing the impact of interventions at the end of each term (Autumn, Spring, Summer)
- Gather views from pupils, parents, staff and external professionals as appropriate
- Looking at assessment data before and after
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

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. In very few cases a very high level of resource is required. It may be that your child’s needs mean we need to apply for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise



If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority if eligible. This is known in Kent as a 'High Needs Funding Application'.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All pupils are encouraged to take a full part in school activities. This includes curricular activities such as sports day and performances, extra-curricular activities such as clubs, school trips off-site and visits to school.

Pupils are not excluded from taking part in these activities because of their SEN or disability and we will endeavour to make reasonable adjustments to make sure that they can be included. We need to ensure that all pupils are able to be safe and happy, so may need to undertake a risk or needs assessment to establish the resources (human or other) and/or modifications necessary, to ensure the pupil is able to fully participate in the activity safely.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

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

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

13. How does the school support pupils with disabilities

There is a link on page one to our school's accessibility policy and plan. It covers how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils



14. How will the school support my child's mental health and emotional and social development?

We are proud to place high levels of importance on wellbeing. We provide support for pupils to progress in their emotional and social development in the following ways:



- Staff support all pupils to develop emotional resilience and social skills, both through direct teaching for instance: PSHE, classroom activities, collective worship, opportunities for reflection (and reflection areas in every classroom), and indirectly with every conversation adults have with pupils throughout the day.
- Pupils with SEN are encouraged to nominate themselves for roles such as playground buddy, school council representative, leading lights, house captains
- We provide additional pastoral support for pupils with SEN through the provision of two 'Mental Health First Aiders' and several 'Social Emotional Champion' members of staff across the school. We can also provide emotional support referrals as appropriate.
- 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.
- We have a 'zero tolerance' approach to bullying. We encourage all pupils to speak up to any member of staff.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

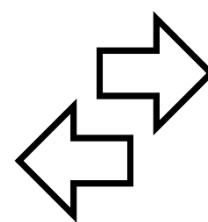
Joining the school

- We meet with adults and children prior to them joining us to gather information about any way they may need support. We also speak to the nursery or previous school before children join us in order to seek the information that will make the transfer as seamless as possible.
- Arrangements may include (as appropriate): the requesting of transfer of all files and records relating to the pupil, conversations or meetings with key workers, SENCOs, parents/carers, social workers and previous teaching staff with the purpose of information gathering about the pupil's needs and how best to support them, visiting the pupil in their setting (e.g. preschool/ school).
- We encourage all new children to visit the school at least once before their start date, to familiarise themselves. Pupils are sometimes invited to join us for a session(s) before joining the school full time.
- The school is able to produce transition booklets containing photographs of key staff and the school environment which are sent home for children who may find starting school particularly difficult.

Moving between years

To help pupils with SEND be prepared for a new school year we:

- Schedule 'handover' meetings between current and new teachers
- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEN is discussed and reviewed. The current class teacher will write the Autumn term plan and hand it to the new teacher ready for September.
- Schedule lessons with the incoming teacher towards the end of the summer term. Extra visits to the new classroom and photos of staff and new classrooms can be provided where needed.



Leaving the school

- We support pupils when leaving our school by providing information to their new school. These arrangements may include (as appropriate): the transfer of all files and records relating to the pupil, additional meetings with new key personnel, early conversations with the pupils new school regarding how best to support them and their needs, visits with or without the pupil to the setting and arrangement of transition personnel to give them a consistent person between settings.
- Year 7 staff visit Year 6 pupils and staff at Sutton-at-Hone Primary to allow for the passing of staff knowledge and pupil worries. Secondary school staff are invited to meetings at primary school in terms 5 and 6 to ensure the smoothest transition possible.

16. What support is in place for looked-after and previously looked-after children with SEN?

Maggie Young is our Assistant Headteacher and is responsible for both pupils with SEN and those who are looked after.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



17. What should I do if I have a complaint about my child's SEN support?

- Our complaints procedure can be found on our school website policy page (see link on page one) and may be used for complaints about provision made for special educational needs.
- We encourage parents to discuss their concerns with the Class Teacher, SENCO/ Assistant Head, Deputy Head or Headteacher to resolve the issue (Stage 1) before making the complaint formal (Stage 2). If the complaint is not resolved at Stage 2 it can be considered by the Governing Body (Stage 3).
- If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special

Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Sharon Ashley is our FLO (Family Liaison Officer) and supports families alongside Maggie Young. We are often able to signpost or refer your family to various services.



On page one, there are links to the Kent Local Offer (a directory of local SEN help and support) and IASK (Information, Advice and Support Kent - providing free, impartial, confidential, advice and support for parents who have children and young people with special educational needs or disabilities).