

School Policy and Information Report



We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Approved by:	The Headteacher and Board of Governors		Date: 1 st September 2025
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1. AIMS

- This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Ellington Infant School.
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- At Ellington Infant School we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils.
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- The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, are all involved in identifying any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

2. LEGISLATION AND GUIDANCE

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. *SEN Code of Practice (2015 p15)*
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
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4. ROLES AND RESPONSIBILITIES

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- The SENCO

The SENCO at Ellington Infant School is Mrs Barbara Parker who is a qualified teacher. Mrs Parker is available on 01843 591638 or senco@ellington-infant.kent.sch.uk.

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor - Mr James Tyrrell

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

The Headteacher – Mrs Vikki Bowman

- The Headteacher will:
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND INFORMATION REPORT

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on

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previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

All parents of pupils at Ellington Infant School are invited to discuss the progress of their children at two parents' evenings and receive a full written report annually.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

As part of our normal teaching arrangements, many pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map that will be shared with parents three times per year.

Parents will be actively supported to contribute to assessment, planning and review. Parents of pupils with Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

At Ellington Infant School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transition as smooth as possible. Where a setting indicates that a child may find transition particularly difficult (such as those with ASD for example) children will be given a transition booklet to help familiarise them with their new school and be assigned to a member of support staff for a short transition period to ensure all needs are met and identified.

Arrangements will be made for additional 'move up days' within the school where further visits to their new year groups are required.

Visits to preschool settings and homes are undertaken by the SENCO and Reception staff.

We also contribute information to a pupil's onward destination by providing information to the next setting/Junior school. The SENCO and Year 2 class teachers will meet with the representative from the destination. Children with SEND will be given the opportunity to carry out further visits to their new school if it is felt it is needed.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, adapted for groups of pupils and individual pupils is the first step to responding to pupils who may or may not have SEND.

We use Kent's Portage SEND Best Practice Assessment Checklist for children in Early Years or those children working below age-expected. This small step approach assists with planning an individualised curriculum.

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. These include: one to one tutoring, precision teaching, Play Therapy, small group teaching, use of ICT software learning packages, access to a Sensory Room. These are delivered by class TAs and additional staff employed by the school.

We will also provide the following interventions:

- Little Wandle Catch-up
- Precision Teaching
- English and Maths catch-up
- Lego Therapy
- Time to Talk
- Speech and Language support
- OT support programs such as FIZZY and Sensory Circuits.
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These are used as necessary and may not all be in place at any one time.

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.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have not had to recently make any improvements as part of the school's accessibility planning and have not identified that any aspects of the school need to be improved at present.

Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when a child's Personalised Plan indicates there is a need for this strategy. Teaching assistants will support pupils in small groups in class and sometimes as a withdrawal intervention.

Expertise and training of staff

The SENCO can arrange the days/hours allocated to SEND as required.

We have a team of twelve teaching assistants, two higher level teaching assistant (HLTA)

We have one Speech and Language TA

- The following training has been accessed by a number of teachers and teaching assistant's:
- Adapting the Curriculum
- Maketon
- Understanding Behaviour that Challenges
- Autism Education Trust Training
- ADHD
- Anxiety
- Positive Approaches and Positive Questions
- LEGO Therapy
- Using TEACCH in Schools
- Mainstream Core Standards Training for Schools
- Boxall Profile
- Thrive Approach
- Word Aware
- De-escalation & Positive Behaviours
- Early Years Emotional Regulation
- Nurture UK
- EPI PEN Training
- Diabetes
- Epilepsy
- FIZZY
- Sensory Circuits
- Selective Mutism
- Stammering
- Attachment Disorder
- Transition Strategies

- Emotional Literacy
- ACES (Adverse Childhood Experiences and Early Trauma)
- Restorative Questioning
- Strategies to Support Learners with ADHD

We use specialist staff for Speech and Language Therapy.

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

- Specialist Teaching and Learning Service (STLS)
- Occupational Therapy and Physiotherapy Service
- School Nursing Service
- Speech and Language Therapy
- CAMHS

Securing equipment and facilities

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

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps and Personalised Plans to measure progress

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The school is fully accessible by wheelchair.

All clubs, trips and activities offered to pupils at Ellington Infant School are available to pupils with special educational needs either with or without an Education, Health and Care Plan.

Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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 SEND or disability.

Support for improving emotional and social development

Ellington Infant School is an accredited Nurture UK school and we understand that an important feature of school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE and class assemblies and indirectly with every conversation adults have with pupils throughout the day.

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

- Classroom Nurture Nook
- Lunchtime Calm Club
- Access to a Play Therapist,

- Access to a time-out space/sensory room
- External referral to CAMHS.

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.

Working with other agencies

The school engages with the following services:

- Specialist Teaching and Learning Service (STLS)
- Kent Educational Psychology Services
- 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 pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Membership of NASEN, SENCo Forum and AEN Update
- School Nursing Service
- Access to Early Help services in the local area.

Complaints about SEND provision

The normal arrangements for the treatment of complaints at Ellington Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing board.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

Information, Advice and Support Kent (IASK) (formerly – KPPS - Kent Parent Partnership Service) provides free, impartial, confidential, advice, support, and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000

Office: Shepway Centre Oxford Road Maidstone Kent ME15 8AW

Office Telephone: 03000 412412

E-mail: iask@kent.gov.uk

Website: www.kent.gov.uk/iask

Contact details for raising concern:

Barbara Parker, SENCO – senco@ellington-infant.kent.sch.uk

Tel: 01843 591638

Vikki Bowman, Headteacher – headteacher@ellington-infant.kent.sch.uk

Tel: 01843 591638

The local authority local officer

The local authority's local officer is published on www.kelsi.org.uk

Parents without Internet access should make an appointment with the SENCO for support to gain the information they require.

6. MONITORING ARRANGEMENTS

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

7. LINKS TO OTHER POLICIES

This policy links to our policies on:

- Accessibility plan
- Positive Relationships Policy
- Supporting pupils with medical conditions
- Safeguarding Policy
- Complaints Policy

Approved by: The Headteacher and
Board of Governors

Date:

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