



SEND Policy and Information Report

Core Values

Readiness

Resilience

Respect

School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

Issue Date: Summer 2022

Review: Summer 2023

Our School is in the borough of Lewisham. Lewisham's local offer is published here:

www.lewisham.gov.uk/localoffer

1. Aims

Kender Primary School has a duty to ensure that special educational provision is made for pupils with special educational needs and/or disabilities, and that all staff are aware of the importance of identifying and providing for pupils with special educational needs (SEN).

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This report works in conjunction with:

- [Lewisham's Local Authority Offer](#)

- [Southwark's Local Authority Offer](#)

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, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Hannah Gilday.

Hannah Gilday 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
- Submit Education, Health and Care needs assessment requests for pupils who need more support than is available at SEND support level. Education, Health and Care needs assessment requests are submitted with the aim of them receiving an Education, Health and Care plan for the child.
- 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 other 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

4.2 The SEND Governor

Kender's appointed SEND governor will:

- Help to raise awareness of SEND 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

Keith Barr (Headteacher) will:

- Work with the SENDCo 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 SEN and/or a disability

4.4 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information

5.1 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 and speech and language difficulties
- Cognition and learning, for example, Dyslexia and Dyspraxia

- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD) and anxiety.
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, and processing difficulties.
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

At Kender we subscribe to a graduated approach to support the needs of all pupils. Where a pupil is identified as having SEND, the school will take a graduated approach to take action to remove barriers to learning and put effective special educational provision in place.

This SEND support will take the form of a four-part cycle.



Assess

We will assess each pupil's current skills and levels of attainment on entry, which will build on 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 pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment does not automatically mean a pupil is deemed as having SEND.

Plan

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. Where it is decided to provide a pupil with SEND support, the SENDCo will formally notify the parents. Any prior concerns will have been raised with the parent during meetings with the teacher so that they are involved in forming the assessment of needs.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed. This will be completed daily by the class teacher and more formally in the pupil progress meetings held once a term with the Senior Leadership team and the SENDCo.

5.3 Education, Health and Care Plans

Where special educational provision required to meet the pupil's needs cannot be met after a number of cycles of the graduated approach, or cannot reasonably be provided by Kender's local offer, Kender will submit an education, health and care (EHC) needs assessment request in conjunction with parents/carers. The decision on whether to conduct an EHC needs assessment will be made by the local authority (pupil's home local authority) at the special educational needs multi agency panel. More information about Education, Health and Care plans can be found on the Special Educational needs section of your home borough's website.

5.4 Consulting and involving pupils and parents

The school aims to encourage the participation of parent/carers by empowering them to play an active and informed role in their child's education. Where possible, pupil's views are also consulted which ensures that the views of the pupil are included with regard to the provision in place.

Kender Primary School is committed to ensuring an open communication relationship with our parents. This will include informing parents as soon as a concern around the pupil's access to learning arises. In the first instance, the class teacher and parent will discuss any concerns regarding a pupil. This discussion will involve the class-based provision and what further support the pupil may need. Where additional and specialist support is required including an Education, Health and Care plan, the SENDCo will meet with parents to discuss the options available and explain the function of the specific agency that will give support. Review meetings will be held to discuss progress. 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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- 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. When it is decided that a pupil will receive SEND support, permission for their pupil to be added to the school's SEND Register will be sought from the parents/carers.

5.5 Assessing and reviewing pupils' progress towards outcomes

Assess

The class or subject teacher will work with the SENDCo 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

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.

Review

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. See 5.2 and 5.3.

5.6 Supporting pupils moving between phases

A Transition Plan is set up for pupils with SEND who are transferring from an Early Years Setting to Kender Primary School and/or are moving to another setting including Secondary School.

For pupils with identified SEND who are starting at Kender, we ensure that the class teacher or SENDCo meet with the parents of the pupil prior to the transition date.

For pupils leaving Kender, where possible we arrange for the pupil to make a visit to the new setting with a Key Worker or SENDCo prior to entry.

In both instances, where possible, teaching staff from Kender Primary School will also visit the setting or engage in a TAC meeting to discuss successful strategies employed by the former setting.

Transition plans are also put in place for pupils moving from class to class or new year group whilst at Kender. Transition plans include pre-visits to the new classroom and social stories shared with them around the transition.

5.7 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 is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

This academic year, we have also provided the following interventions:

- Precision Teaching
- Speech and Language Therapy
- Drawing and Talking Therapy
- Yoga
- Zones of Regulation
- Social Skills for new to English learners (EAL)
- Additional Literacy Support
- Daily Supported Reader
- Physiotherapy
- Attention and Listening
- Lego Therapy
- Dyslexia Support
- Outreach Inclusion Support
- Forest School
- Gardening
- Somerville Stay in School Project
- Sounds-Write Phonics
- Colourful Semantics
- Drama Therapy

More information is available in our Local Offer available on our school website.

5.8 Adaptations to the curriculum and learning environment

Our curriculum is planned to meet the known individual needs of our pupils and is further modified on a short term planning basis to meet specific individuals' SEND. Differentiation (personalised) approaches are normally provided as part of the teaching process of all learning activities within the primary curriculum framework. This helps the school meet the learning needs of all pupils including those with SEND. Additional support is available to enable access by pupils with SEND to the curriculum.

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 aids such as an iPad, visual timetables and symbols, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

All of our support staff, including higher level teaching assistants (HLTAs) are trained to deliver SEND provision to support inclusion. We also have an additional team of teaching assistants who are trained to deliver more specialist provision for pupils with Education, Health and Care plans.

We commission services from following agencies to provide support for pupils with SEND:

- Drama Therapist
- Educational Psychology Services
- Drumbeat Outreach
- Specific Learning Difficulties Services

The school also has links with education, health and social services agencies including:

- SEND Team (the school's SEND Caseworker within the borough)
- SEND Advisory Service
- Children's Social Care Services
- Family and Adolescent Services
- Occupational and Physiotherapy Service
- Community Paediatricians
- Visual and Hearing Impairment Service
- Lewisham's Mental Health and Wellbeing Hub Schools
- Children and Adolescent Mental Health Services (CAMHS)

5.10 Expertise and training of staff

All staff current and new receive relevant training to support SEND. This will take place over the school year and will involve and include the following:

- Staff Training led in school
- Meeting and Support from Outside agencies to include (Speech and Language, Educational Psychologist)
- Offsite specialist training (Makaton, Dyslexia, Autistic Spectrum Disorder etc)

In the last academic year, our staff have been trained in:

- Developing Speech, Language, Communication and Fine-Motor skills using a LEGO approach
- Makaton
- Zones of Regulation

5.11 Securing equipment and facilities

The school has a range of equipment and facilities to support pupil with SEND including a purpose built intervention space known as 'The Hub' and a sensory room.

The SENDCo liaises regularly with the SEND Team (the school's SEND Caseworker within the borough) and the SEND Advisory Service. Should it be necessary, we would work with them to secure additional equipment and facilities to support pupils with SEND.

5.12 Evaluating the effectiveness of SEND provision

Planning, and pupil's work is reviewed regularly by the SENDCo, Senior Leadership Team and Subject Leaders.

Pupil progress meetings are held once a term with the Senior Leadership Team, Class teacher and SENDCo. At this meeting all pupils, their progress and achievement, are discussed. A plan for provision, which includes interventions, is put in place and this is reviewed in the next pupil progress meeting.

The Headteacher makes regular reports on pupil's achievements to the Governors.

SEND support plans are written, reviewed and updated once a term by the SENDCo and Class teacher.

Annual reviews are held yearly for pupils with Education, Health and Care plans.

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

Pupils with SEND are full members of the school community and it is important that they have full access to the environment, resources and activities.

All pupils are encouraged to go on our school trips including our residential trip 'School Journey' in Year 6 with personalised arrangements made where necessary.

All pupils are encouraged to take part in sports day and school shows and events with parents/carers invited to attend to celebrate these opportunities with their child.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Parents/carers advice will be sought where difficulties arise.

5.14 Support for emotional and social development

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

- Pupils with SEND are also encouraged to be part of enrichment provision including Forest School and Gardening club to promote resilience through facing 'risks' during play provision and further, teamwork and building friendships.
- Pupils are introduced to the Zones of Regulation curriculum in order to foster self-regulation and emotional control.
- Drama Therapy and other specialised interventions are available where pupils would benefit from further social and emotional support.

5.15 Working with other agencies

Our school involves other services including health and social care bodies and local authority support services as outlined in section 5.8. The SENDCo will also recommend support available from voluntary sector organisations in meeting pupils' SEND and supporting their families for example:

- Community events aimed at children with SEND and their families
- SEND Information, Advice and Support Services (SENDIASS)
- Parent Workshops

5.16 Complaints about SEND provision

Any concerns about SEND provision should be addressed to the SENDCo who will discuss the matter with parent/carers.

If the concerns is not resolved by discussion with the SENDCo, then the complaint should be made via the general complaints procedure, which can be accessed via the School Office.

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.

5.17 Details of support services for parents of pupils with SEND

Details of the services available to parents in your area can be found [via Lewisham's Local Offer](#) or [signing up](#) to get SEND information, advice and news by email from Lewisham.

If your home borough is Southwark, information can be found [via Southwark's Local Offer](#).

5.18 Details for raising concerns

Concerns can be raised via email

Hannah Gilday (SENDCo) Hannah.gilday@kender.lewisham.sch.uk

The School Admin Team info@kender.lewisham.sch.uk

5.19 The local authority local offer

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged

0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Our local authority's local offer is published here: www.lewisham.gov.uk/localoffer

As a Lewisham school, Kender School utilises the Lewisham LA Local offer to meet the needs of SEND pupils. This is reviewed yearly.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

7. Links with other policies and documents

Other policies may be found on our [School Website](#).