



REAch2 Academy Trust
Kemsley Primary Academy

Special Educational Needs and Disability policy

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| <i>Signed by Headteacher:</i> | Miss I Homer |
| <i>Signed by Chair of Governors:</i> | Mr S Edwards |
| <i>Dated:</i> | September 2025 |
| <i>Reviewed:</i> | September 2026 |

This policy is written in line with the requirements of:

Children and Families Act 2014

SEN Code of Practice 2014

Special Educational Needs and Disability Regulations 2014

- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a Local Education Authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE Sep 2021

The School Information (England) (Amendment) Regulations 2021

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

Behaviour Policy, Equalities Policy, Safeguarding and Child Protection Policy, Complaints Policy and Accessibility Plan.

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;
or

(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.'

'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)

1) The kinds of special educational need for which provision is made at the school

Kemsley's Golden Threads:

>To reduce cognitive load.

>To inspire our pupils to be the best that they can be.

>To develop working memory.

>To enhance schema.

Kemsley's golden threads are woven seamlessly throughout our curriculum. All four threads are equally important and enable us to meet the needs of pupils at Kemsley Primary Academy. At the very heart of what we do is our need to create an environment in which all our children feel safe and loved. When we achieve this, we know that children will be confident to take responsibility and to learn effectively.

Children with a Special Educational Need or Disability (SEND) are equally valued in our academy. All staff share a determination to provide pupils with high quality first teaching and are trained to be responsive to any additional need or barrier to learning that may present at any time during a child's school career. We work hard to make sure that a child's individual challenges are being addressed and monitored, so that every child makes progress, in all areas, especially socially and emotionally.

Through Quality First Teaching strategies, in combination with targeted adaptations and interventions, Kemsley can support a wide range of special educational needs, including children who have an Education, Health and Care plan (EHCP).

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

2) Information about the policy for identification and assessment of pupils with SEN

At Kemsley Primary Academy we monitor the progress of all pupils six times a year, through pupil progress meetings to review their academic progress. We also use a range of assessments with all the pupils at various points e.g.: Pira, Puma, Y1 phonics screening, speech link and language link for children in Reception class and junior language link for children in Year 4, dyslexia and dyscalculia screening assessments and use of more in-depth reading assessments.

Where progress is a concern, we put in place extra support to enable the pupil to catch up. Examples of extra support are targeted feedback interventions based on identified gaps in understanding, phonics groups, dyslexia interventions, Drawing and Talking, Clever Hands, one to one Talking Time, speech and language groups and sensory circuits (a full list is available in the SEN information report).

Some pupils may continue to make little progress, despite high-quality teaching targeted at their learning barriers. For these pupils, and in consultation with parents, we will use a range of assessments or screening tools to determine the cause of the learning difficulty. At Kemsley Primary Academy we are experienced in using the following assessment tools speech and language link, junior language link,

dyslexia screening and dyscalculia screening. In addition, we can refer to external advisors such as a Speech and Language Therapist who are able to offer specialist assessments.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a personalised plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making intensive, personalised special educational provision for the pupil.

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 the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN occurs parents will be notified.

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.

3) Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a) How the school evaluates the effectiveness of its provision for such pupils

Each review of the personalised plan will be informed by the views of the pupil, parents and class/intervention teachers and the assessment information from teachers which will show whether adequate progress is being made.

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

- 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 rate of progress
- Widens the attainment gap

For pupils with or without 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.

3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. The assessments we use at Kemsley Primary Academy are listed in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the personalised plan will be reviewed and adjusted.

3c) The school's approach to teaching pupils with special educational needs

High quality teaching, including adaptations for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

We follow the Mainstream Core Standards (www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities) 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 feedback interventions, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d) How the school adapts the curriculum and learning environment for pupils with special educational needs

At Kemsley Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Kemsley Primary Academy is purpose built which complied with all the DDA Legislation at the time of build. It is easily accessible to all children and adults as there are no steps, all areas are either flat or accessed by slopes. Doors and corridors are wide enough to allow wheelchair access and are kept clear, there is an open and accessible reception area and access to the main school is by swipe access entry only.

3e) Additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure high quality teaching in 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 and a full list of the interventions we can offer is on our provision maps. From September 2025, Kemsley can apply to their Communities of Schools for additional funding for groups of children, for example to fund a specific intervention programme.

3f) How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Kemsley Primary Academy 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

3g) Support that is available for improving the emotional and social development of pupils with special educational needs

At Kemsley Primary Academy, 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 PSHRE, adult/peer mentoring and indirectly with conversations adults have with pupils throughout the day.

For some pupils with a higher level of need we also can provide the following support, which includes working in conjunction with outside agencies: Mentor/Talking time with a member of the Inclusion Team, drawing and talking, external referral to Early Help, Five Point Scale and time-out in designated safe space.

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 adapted and personalised resources.

4) The name and contact details of the SEN Co-ordinator

The SENCO at Kemsley Primary Academy is Sarah Hornsby, who is a qualified teacher and has achieved the National Award for SEN Co-ordination.

Sarah Hornsby is available on 01795 428689 or email office@kemsley-academy.org

5) Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training - Safeguarding, Child Protection and Prevent Training.

In addition, staff have attended additional training in particular aspects of SEN, such as Dyslexia, working with children on the Autistic Spectrum, ADHD and other training opportunities are offered as appropriate.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Examples of training providers we can approach are the Educational Psychology service and the Speech and Language service. The cost of training is covered by the notional SEN funding.

6) Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN 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.

7) The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Kemsley Primary Academy are invited to discuss the progress of their children on three occasions a year (at parents' evenings) and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all 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.

If after following this provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to planning and reviews of this provision. Parents will be actively supported to contribute to the assessment, planning and review of their personalised plan.

In addition to this, parents of pupils with an 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.

8) The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9) The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The procedure for dealing with all complaints (including those relating to SEND) at Kemsley Primary Academy is outlined in the Complaints Policy. We encourage parents to discuss their concerns with their child's class teacher in the first instance. If further involvement is required to resolve the issue, parents should contact the SENCO or the Head Teacher 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, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Education Authority. Complaints which fall within this category cannot be investigated by the school.

10) How the school involves other bodies, including health and social services bodies, Local Education Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school engages with the following bodies:

- Communities of Schools
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to Local Education Authority's service level agreement with Speech and Language Therapy Services for pupil with requirement for direct therapy or advice
- Ability to make requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg: SENCO forum

11) The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Kemsley Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to co-ordinate a seamless transition. We arrange to meet with secondary schools to discuss all children transferring to them with a special focus on children with Special Educational Needs. We arrange individual parents/child meetings with member of staff from the secondary school and also arrange special transition visits to the secondary schools for individual pupils.

We also contribute information to a pupils' onward destination by providing information to the next setting. Information on a child's Special Educational Needs including reports to outside agencies are included in the children's files which are handed onto their secondary schools.

13) Information on where the Local Education Authority's local offer is published

The Local Education Authority's local offer is published on www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities and parents without internet access should make an appointment with the SENCO for support to gain the information they require.