




Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

Special Educational Needs Policy and SEND Information Report

November 2024

Document history: Created: Deborah Hainsworth Reviewed: Kelly Hazle and Alice Webber Reviewed: Alice Webber	October 2022 October 2023 November 2024
Safeguarding Approved: Toni Harris	11 November 2024
Ratified by the governing body on:	13 November 2024
Review date: Annually	November 2025
Signed: Rob Cooke  Chair of Governors	

Introduction

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

Children and Families Act 2014, SEND Code of Practice 2014, SI 2014 1530 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 authority in its local offer, Equality Act 2010, Schools Admissions Code, DfE 1 Feb 2012 SI 2012 1124, The School Information (England) (Amendment) Regulations 2012 SI 2013 758, The School Information (England) (Amendment) Regulations 2013.

This policy should be read in conjunction with all other school policies. This policy was developed in collaboration with parents, parents of children with special educational needs and our governing body and will be reviewed annually.

Ashford Oaks acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

Definition of SEND

A child or young person has SEND 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. *SEND Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEND 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' *SEND Code of Practice (2014, p5)*

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

At Ashford Oaks we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance Autistic Spectrum Condition (ASC), Developmental Coordination Disorder (DCD), speech and language needs, those with dyslexic tendencies, learning difficulties, social and mental health needs, hearing impairment and physical disability. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met to the best of our ability.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ASC, ADHD, Speech and Language difficulties, Dyslexia, Developmental Coordination Disorder (DCD), Sensory Processing difficulties, Cognition and Memory challenges, Social Emotional and Mental Health difficulties and Physical disabilities. Decisions on the admission of pupils with an Education, Health and Care plan (EHCP) 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.

2. Information about the policy for identification and assessment of pupils with SEND

At Ashford Oaks we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, 21 Small Steps of progress, Boxall Profiling, AET Framework, speech link, language link, spelling age and reading age.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional resources in class, additional adult support in class, small group/1:1 interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Ashford Oaks we are experienced in using the following assessment tools:

- Salford Reading Test
- COPS and LASS Assessment
- British Picture Vocabulary Scale
- Language For Learning
- Memory Magic

- Boxall Screening Test
- AET Framework

We also have access to external advisors (Specialist Teaching and Learning Service /Speech and Language Therapy Service/Occupational Therapy Service) who are able to use additional assessment tools if deemed appropriate

We use the outcomes from these detailed assessments alongside observations and professional discussions to outline what additional support and resources a child needs. These are then identified within a Provision Plan and shared with parents. The aim of this is to enable a child to be as successful as possible whilst they are at school.

Provision Plans will be reviewed three times a year as part of the 'Graduated Approach' of *Assess, Plan, Do, Review*. At this point we will place the pupil on the SEND register because the school is making special educational provision for the pupil which is additional and different to what is normally available. We also have a Concerns SEND register which will hold any children who have been on the SEN register in the past or may have had a SEND referral but no longer needed any additional support over and above the mainstream core standards.

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 SEND is changed parents will be notified.

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

Teachers, Teaching Assistants and the Pastoral Team are all able to complete SENDCO referral forms if it is felt that a particular child is in need of additional support. SENDCO referral forms should be submitted to the SENDCO after initial discussion with parents. Meetings and observations can then take place and appropriate recommendations made regarding how to move provision forward. If it is felt that the child needs sufficient support in school, then again they will be placed on the SEN register and an appropriate Provision Plan will be created. Teachers, Teaching Assistants and the Pastoral Team all have access to the school EduKey system which holds all information regarding a child's additional needs and interventions that are in place. All Provision Plans are accessible to Ashford Oaks Staff through the password protected EduKey system, and it is the responsibility of the class teachers to ensure that provisions are carried out and reviewed three times a year. This will be supported by the SENDCO who will guide and support staff where necessary.

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

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

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. As a school, we hold Pupil Progress meetings which are supported by the Senior Leadership Team (SLT). The SEND Code of Practice (2014, 6.17) states that these meetings:

should seek to identify pupils making less than expected progress given the age and individual circumstances. This can be characterised by progress which:

- *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*

For pupils with an EHCP 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.

b) 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 throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age, Boxall Profile* etc. The assessments we use at Ashford Oaks are listed in section 2. Using these will make it possible to see if pupils are increasing their level of skills in key areas.

*[*The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships. Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education. Understanding what lies*

behind this can make all teachers much more confident in their class management, which is where the Boxall Profile comes in. <https://new.boxallprofile.org/>

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

c) the school's approach to teaching pupils with special educational needs:

At Ashford Oaks, we believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We 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 SEND.

In Ashford Oaks the quality of teaching is judged to be 'good'.

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 tutoring / precision teaching, small group teaching, use of ICT software learning packages.

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

At Ashford Oaks 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 EHCPs.

We have a Specialist Resource Provision (SRP) which is part of the mainstream building which follows a Service Level Agreement that has been issued by the Local Authority. This is led by an SRP Lead Practitioner, a HLTA and TA'S who all have experience of supporting children with Autism and who are continuously engaging in relevant training in order to best support the needs of a child with ASC. Any child who accesses this provision has a diagnosis of Autism and an EHCP. A child can only attend the SRP if they have been officially placed by the Local Authority as a result of an SRP consultation. The SRP panel meetings are held weekly and involve professionals from across Kent who discuss each individual child's needs and experiences of education.

As a school, we are working towards our Nurture UK accreditation to gain a Nurture School status. Class teams have developed specific 'Nurture Nook' areas in their classrooms for children to use during learning time and we have a Nurture Provision which is led by a trained HLTA. Specific interventions are delivered in this space based on the outcomes from Boxall Profiles and successful strategies and then mirrored within the classrooms.

We also have a small EYFS provision which supports children using a sensory exploration approach. This provides a smaller environment that mirrors what children will be experiencing within their classrooms. This is supported by a HLTA and TA who provide consistent support between the provision and main classroom.

- e) 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 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 SEND support. The amount of support required for each pupil to make good progress will be different in each case. These are indicated on Edukey where provisions across the school can be tracked. The funding arrangements require schools to provide the first £6000 per year of resource for pupils with high needs, and anything above this amount can be applied for via SENIF and HNF via the Local Authority. Parent consent is required for this. .

- f) 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 Ashford Oaks are available to all pupils including pupils with special educational needs and disabilities. . Where it is necessary, the school will use the resources available to it to provide additional adult support and adaptations to enable the safe participation of the pupil in the activity.

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

At Ashford Oaks we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. As mentioned above, we are a Nurture School and have adopted the principles outlined in the programme to ensure that all children are supported with their SEMH needs within the school environment. Through direct teaching such as PSHE and social skills groups children are exposed to conversation about their emotional wellbeing throughout the school day. We also have a Pastoral Support Team who deliver targeted interventions based around emotional wellbeing as and when required.

In some cases, where the level of need is higher, the following can also be provided:

- Individual access to a member of the pastoral support team
- external referral to Child and Adolescent Mental Health Service
- counselling
- referral to Rising Sun
- Forest School
- Supported learning breaks
- in-reach support from the SRP
- Targeted Nurture support

4. The name and contact details of the SEND Co-ordinator

The SENDCo's at Ashford Oaks are Kelly Hazle and Alice Webber:

Kelly Hazle Kelly.hazle@ashfordoaks.kent.sch.uk

Kelly Hazle completed her BA (Ed) in Primary Education and English in 2010 and since then has worked in both mainstream and special school settings supporting children with complex and severe learning needs. Kelly is also a Qualified Teacher of the Hearing Impaired and has supported the STLS service in Berkshire before moving to Kent. In July 2024, Kelly completed her National SENDCo Award through Canterbury Christchurch University.

Alice Webber Alice.webber@ashfordoaks.kent.sch.uk

Alice Webber completed her BA (Ed) in Primary Education, specialising in Science and Modern Foreign Languages in 2007. Since then, she has worked in four mainstream schools, with varying levels of need, across both KeyStages. As well as being a Qualified Teacher, Alice has also held other roles over the years including subject coordinator, Assessment Lead Teacher for Shepway Rural, KS1 moderator, and Investing in Teaching Assistants facilitator. In January 2024, Alice completed her National SENDCo Award through Canterbury Christchurch University.

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

We offer staff the following training when needed which is supported by external professionals:

- ASC Awareness
- Sensory Circuits
- PECs
- Social Stories
- Zones of Regulation
- Visual support
- Clever Hands and Fizzy
- Verve
- Intensive Interaction
- Attention Autism

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: Goldwyn School, SALT support for the Balance System, occupational therapists, physiotherapists, educational psychologists, etc. The cost of training is covered by the notional SEN funding. We cannot assess for Dyslexia, but if you do require information about this, please contact KCC.

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 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.

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

All parents of pupils at Ashford Oaks are invited to discuss the progress of their children on 3 occasions a year and receive a written report 3 times per year. In addition, we are happy to arrange meetings outside these times if and when necessary. As part of our normal teaching arrangements, all pupils will access targeted additional teaching to help them catch-up if progress monitoring discussions indicate 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 Plan.

If following this normal 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. Parents will be actively supported to contribute to assessment, planning and reviews.

In addition to this, parents of pupils with an EHCP will be invited to contribute and attend an annual review, which wherever possible, will also include other agencies involved with the pupil. Prior to this review we encourage children to provide their own views and opinions about how they are educated and to highlight their experiences at school. There is also an option for the child to attend the meeting in person, but if they decide not to we then have their 'voice' ready to reflect on during the meeting. Information regarding the Annual Review can be found on the Kelsi website <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/education,-health-and-care/annual-reviews>

As a result of parent questionnaire feedback we run six parent workshops across the academic year on subject areas requested by parents. This will be run by the school SENDCos. We will also invite external professionals when appropriate to share their knowledge on their area of expertise.

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 consulted about and involved in the arrangements made for them as part of person-centred planning. We encourage parents to play a significant role in their child's school journey and understand the importance of collaboration between school, home and external professionals.

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 normal arrangements for the treatment of complaints at Ashford Oaks are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class teacher, SENDCO or Pastoral Support Team Leader or Headteacher to resolve the issue before making a formal complaint 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 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.

10. How the governing body involves other bodies, including health and social services bodies, local 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 governing body have engaged with the following bodies:-

- Free membership of Local Inclusion Forum Team (LIFT) for access to specialist teaching and learning service (STLS).
- 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 School Nursing
- Membership of SENDCO forum

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

IASK

Information, Advice and Support (IASK) 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.

Office: 03000 412 412

Helpline: 03000413000

E-mail: iask@kent.gov.uk

Kent PACT

'Kent Parents and Carers Together' is a forum which provides parents of young people with special educational needs a platform to express their opinions and views about the local services for SEND in Kent. There are parents on the forum who are also key members of the KCC and NHS SEND Improvement Board.

Email: info@kentpact.org.uk

Website: <https://kentpactnew2022.co.uk/>

SEND Hub

KCC has launched a SEND Hub enquiries service which offers information, advice and support for parents who have a child with an additional need. This includes information about support

in different settings, health and wellbeing information as well as opportunities available within the local community.

Helpline: [03000 41 99 94](tel:03000419994)

Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

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

The EYFS team spend time during Term 6 to visit feeder Nursery schools in preparation for their transition into Reception. If a child in a Nursery is identified as having a special educational need, the SENDCo also attends the visit and liaises with the current key worker and SENDCo within the Nursery setting. We also invite the PST team to attend visit for specific children who may need additional pastoral support when they first join Ashford Oaks.

When children are moving from a primary setting to Ashford Oaks, we work closely with their current SENDCo to ensure the transition is as successful as possible. This includes offering to observe the child in their current setting, discussion around provision that is already in place and conversations with the class team to gain an understanding of how the child is managing in school. Where possible, we will also make contact with the parents to support the family with the transition between the two settings.

For Secondary transition, we support our families of children with an EHCP in Year 5 by engaging in professional discussions with secondary settings; this is both for mainstream and special school designation. We also meet with the SENDCo's of the feeder Secondary schools to ensure that relevant information, personalised plans and resources are outlined before the child starts in Year 7.

If there is a situation where a child is leaving Ashford Oaks to move to a different setting, then again, we will meet with the new SENDCo and any other professionals involved with that student to ensure they can be integrated as successfully as possible.

13. Information on where the local authority's local offer is published

The Local Offer can be found on Kelsi following the SEND Hub of Enquiries:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

We also include what's on offer locally on our website and weekly newsletter. The Local Offer outlines specific information and support that is available to families within the local area. Areas of support are now outlined on the SEND Hub (link above) and includes and SEND Directory.

If you are not able to access the Local Offer via the internet please get in touch with KCC or the SENDCo's and they will be able to support you to find the information that you require.