

Whitstable & Seasalter Endowed Church of England (Aided) Junior School



SEND & Disability Policy

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewer	SENCO
Reviewed	December 2025
Date of Next Review	December 2027
Headteacher Signature	<i>EM Taylor</i>
Governor Signature	<i>A.C. Maxted</i>

This policy was ratified at a Governor's Meeting on 5 February 2026

This policy was developed with advice from Kent Local Authority and will be reviewed every two years.

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 SEND 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 the following school policies:

- Relationships and Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Dyslexia Policy
- SEND Information Report
- Accessibility Policy and Action Plan
- Supporting Pupils with Medical Needs

Definition of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. *SEND Code of Practice (2014, 6.15)*

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010. Schools “**must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.” *SEND Code of Practice (2014, 6.9)*

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

At Whitstable & Seasalter Endowed Church of England (Aided) Junior School we can make provision for every kind of frequently occurring special educational need without a Statement of Special Educational Need and/or an Education, Health and Care Plan, for instance dyspraxia, speech and language needs, autism, ADHD, learning difficulties and behaviour difficulties. Current needs include:

- Autism (ASC)
- Attention deficit hyperactivity disorder (ADHD)
- Communication and Interaction
- Hearing Impairment
- Speech and Language
- Physical and Sensory

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar and we can access training and advice so that these kinds of needs can be met.

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 a Statement of Special Educational Need / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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

At Whitstable & Seasalter Endowed Church of England (Aided) Junior we monitor the progress of all children three times a year to review their academic progress. We also use a range of assessments with all the children at various, age-related stages.

These may include: Pira reading assessments, White Rose Maths assessments and end-of key stage SATs.

Where progress is not sufficient, even if special educational need has not been identified, we may put in place interventions to enable the child to catch up. Examples of extra support are; in-class and small group English and Maths interventions, phonics support, reading interventions, fine and gross motor skills development, speech and language support.

Your child is on the Special Educational Needs register at SEND Support. What does this mean?

SEND Support

Some children may continue to make insufficient progress, despite high-quality first teaching targeted at their areas of weakness. For these children, and in consultation with parents, we will have access to a range of assessment tools, which we are experienced in using, to determine the cause of the learning difficulty. Where we feel the need is appropriate we have access to external advisors who are able to assess children on our behalf.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put onto a class provision map or an Individualised Provision Plan (IPP) and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the child has a special educational need because the school is making special educational provision for the child which is additional and different to what is normally available. These children will be deemed as needing SEND Support.

Children who require SEND Support will:

- work towards a clear set of expected outcomes or results which should include relevant academic and developmental targets
- have targets that are planned and reviewed by the class teacher supported by the SENCo

- have targets shared with parents and carers and, where appropriate, the children themselves

Your child is not on the school Special Educational Needs register but is being monitored by the school. What does this mean?

SENDD Monitoring.

At Whitstable & Seasalter Endowed Church of England (Aided) Junior we understand that some children may not fully meet the criteria for SEND Support but they will be receiving a large amount of additional support through quality first teaching in the classroom. These are children whose progress we will be monitoring closely, therefore we have created our own in-school category called 'SEND monitoring'. This way we can be sure that any child who should be moved onto SEND Support will be, as soon as is necessary.

What strategies and interventions do we use at Whitstable & Seasalter Endowed Church of England (Aided) Junior to support children with SEND?

Strategies to support/develop English:

- Additional / Targeted small group literacy support in class and out of class
- Reading support
- Adapted lessons
- Multi-sensory activities
- Dyslexia friendly classrooms and teaching
- Precision teaching
- Additional handwriting support
- Comprehension skills focus groups
- Alternative methods of recording
- Nesy
- Memory skills
- Guided reading

Strategies to support/develop Maths:

- Additional / Targeted small group Maths support in class and out of class
- Diagnostic assessments
- Pre and post Maths teaching
- Use of support resources such as Base 10
- Memory skills
- Provision of resources to ensure maths is taught using representation and manipulatives (practical resources such as Base 10, beads, Numicon, cards etc.) alongside more formal written methods to ensure that learning is multi-Sensory and practical
- Precision teaching
- Alternative methods of recording
- Numberstacks

Strategies/programmes to support speech and language:

- Initial assessment by Speech and Language Therapist (Speech4Schools) following referral and parental consent
- Further support from a speech and language therapist
- Additional support and interventions within class
- Implementation of Speech and Language support by Teaching Assistants supported by local Speech and Language Therapist.
- Strategies to Support Speech and Language in the classroom

Strategies to support Gross Motor Skills. Fine Motor Skills and Sensory Difficulties:

- Fizzy Programme
- Clever Fingers
- Additional handwriting support
- Sensory circuits
- Ear defenders
- Work stations
- Weighted blankets
- Wobble cushions
- Fiddle toys
- Chair kick bands

Strategies to support children with ADD/ADHD/ASC:

- Work stations
- Ear Defenders
- Sensory Circuits
- Task Manager Boards
- Whole class Visual Timetable/Individual Visual Timetable
- Wobble cushions
- Weighted blankets
- Fiddle toys
- Safe/calm space
- Chair kick bands
- Social Stories

Provision to facilitate / support access to the curriculum / independent learning:

- Inclusive classrooms to develop independent learning
- Class Provision Maps
- Individualised Provision Plan to focus on specific needs.
- Individual targets
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Multi-Sensory opportunities
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Coordinated planning between class teacher and teaching assistant for children with SEND
- Regular assessment of progress and achievement against national expectations and individual targets.
- Small group support in class from teacher or teaching assistant
- Use of visual support and timetables

Access to a supportive environment – IT facilities/equipment/resources:

- Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning
- Use of interactive whiteboards
- Regular access to ICT equipment such as lap tops
- Provision of resources to enhance independent learning

If a child is able to make good progress using these additional and different resources (but would not be able to maintain this good progress without it) we will continue to identify the child as having a special educational need. If a child 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 child are aware of the support to be provided and the teaching approaches to be used.

How does Whitstable & Seasalter Endowed Church of England (Aided) Junior make sure that children with Special Educational needs are being provided for effectively?

SEND Support children will have their Individual Education Plans reviewed 3 x per year (if an IPP is needed). Each review will be informed by the views of the child, parents and class/subject teachers. Assessment information / exit data from teachers which will show whether adequate progress is being made, which may be social, physical or academic.

The SEND 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 children with an Educational Health 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.

How does Whitstable & Seasalter Endowed Church of England (Aided) Junior check how well children with SEND are doing?

Every child in the school has their progress tracked termly (old terms- three times a year). In addition to this, children with special educational needs may have additional assessments in line with their needs. If these assessments do not show adequate progress is being made the Individual Provision Plan will be reviewed and adjusted.

What is Whitstable & Seasalter Endowed Church of England (Aided) Junior school's approach to teaching children with SEND?

High quality teaching, differentiated/adapted for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching (Quality First Teaching). Schools should regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. Teachers follow the Mainstream Core standards to support all pupils.

This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered SEND Code of Practice (2014, 6.37)

Quality First Teaching- what is it?

All children receive high quality personalised teaching through excellent targeted classroom teaching, known as Quality First Teaching which may include specific and targeted group work.

When a child is identified as having SEND, we provide appropriate education based on their needs. This includes regular review of progress made and appropriate changes to support provided as required.

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all children in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class-based Teaching Assistant to work with a child as part of normal working practice.
- Different ways of teaching are in place so that a child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support a child to learn.

- The child's teacher will have carefully checked on the child's progress and will have decided that there are gaps in their understanding/learning and they need some extra support to help them make the best possible progress. All children in school should be getting this as part of excellent classroom practice when needed.
- Specific small group work (known as interventions) usually run by teachers or Teaching Assistants. Some of the provision may be additional support from within a setting or from specialist staff or support services.
- Class Provision Maps and Individual Provision Plans will be in place to show support

In January 2017 and again in December 2022, Whitstable & Seasalter Endowed Church of England (Aided) Junior School the quality of teaching was judged by Ofsted to be outstanding in all areas.

We follow the Mainstream Core Standards: [The Mainstream Core Standards - KELS](#) 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; mentoring; small group teaching.

How the school adapts the curriculum and learning environment for pupils with special educational needs?

At Whitstable & Seasalter Endowed Church of England (Aided) Junior School 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 Educational Health Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning:

- Wheelchair access into the hall and classrooms from the front entrance and playground
- Bells and entrance buzzers at a height easily accessible to pedestrians and wheelchair users
- Hearing loops in the school hall and the ICT room
- Security pads by the main office and main house door

Curriculum:

- The curriculum is adapted wherever possible to accommodate the needs of all children

Training of staff:

- Provision is made for whole staff training when children arrive with needs new to the school to enable us to meet those needs in the best ways possible
- Training may be provided by experts such as medical practitioners and the Specialist Teaching and Learning Service

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

As part of our budget, we receive 'notional SEND 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 expected progress will be different in each case and a variety of interventions is available. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount schools should apply through their Localities group.

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 Whitstable & Seasalter Endowed Church of England (Aided) Junior School are available to pupils with special educational needs either with or without an Educational Health 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

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

At Whitstable & Seasalter Endowed Church of England (Aided) Junior School 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 list e.g.

- RSHE
- Collective Worship
- Candle Time
- 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 additional support such as: access to counsellors, mentor time with a member of the Senior leadership team or other members of staff; external referral to **CAMHS**; time-out space for pupils to use when upset or agitated etc.

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.

The name and contact details of the SEND Co-ordinator

The SENCo at Whitstable & Seasalter Endowed Church of England (Aided) Junior School is Assistant Headteacher, Mrs Janine Hewitt, who is a qualified teacher (BAEd Hons) and has completed NPQML. She has been SENCo at Whitstable Endowed since April 2016 and has undertaken the National Award for SEND Co-ordination.

Mrs Janine Hewitt is available on 01227 273630.

Email: SENDco@whitstable-endowed.kent.sch.uk

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, teaching assistants and other staff attend awareness training in a range of areas as identified in the School Plan and to meet the needs of current pupils.

In addition, some members of staff receive enhanced and specialist training when they are working very closely with children with very specialised needs such as diabetes and hearing impairment, for example.

Where a training need is identified beyond this we will find a provider who is able to deliver it. We can approach training providers via our Localities group, our LINK Specialist Teaching and Learning Service teacher, St Nicholas School outreach, our Link Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEND funding.

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.

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

All parents of pupils at Whitstable & Seasalter Endowed Church of England (Aided) Junior School are invited to discuss the progress of their children on at least two occasions a year and receive a written report at the end of every school 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 and will be shared with parents at least twice per year.

If, following this normal provision and use of internal assessments, improvements in progress are not seen we will contact parents/carers to discuss the use of 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/carer will be invited to planning and reviews, as appropriate, of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers 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.

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

When a pupil has been identified as having 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 as part of person-centred planning. Parents/carers 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.

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 Whitstable & Seasalter Endowed Church of England (Aided) Junior School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Class Teacher and SENDCO in the first instance, then the Headteacher to resolve the issue 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 ***Educational Health and Care Plan*** 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.

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:

- A Service Level Agreement with Educational Psychology service for three days per year
- Access to the 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 Communication and Assistive Technology Team:
<http://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/kent-and-medway-communication-and-assistive-technology-service>
- Membership of professional networks for SENCos: eg SENCo forum

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 Information Advice and Support Kent (IASK)

Information Advice and Support Ken (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. They can be contacted on

HELPLINE: 03000 41 3000

Visit the IASK website www.iask.org.uk

SEND & Disability Policy

Email: iask@kent.gov.uk

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 Whitstable & Seasalter Endowed Church of England (Aided) Junior 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 transfer as seamless as possible.

As most of our Y3 children come from two local schools the SENCOs liaise formally in Term 6, usually prior to Transition Day, sharing information to enable smooth transition for those with needs.

If the incoming children need more than one transition visit, additional visits are organised.

The receiving Y3 Class teachers meet with the Y2 Class teachers in Term 6 to discuss all the children who will be joining the school in the following September.

For any children joining us mid-year, we endeavour to liaise with the previous school in matters regarding SEND as soon as possible.

We also contribute information to a pupils' onward destination.

Depending on a leaver's needs, secondary school staff are invited to attend meetings, such as Annual Reviews; information may be shared by telephone or email; additional visits to the new school may be arranged for the outgoing Y6 child and some preparatory work may be carried out in school using appropriate resources and giving the children the opportunity to voice any concerns they might have about their change of school.

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

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs-and-parents/carers> without internet access should make an appointment with the SENCO for support to gain the information they require. Link to local offer is on the school website.