

Palace Wood Primary School

SEN & Disability Policy



Written by	Rebecca Tye
Ratified by Governors	Autumn 2025
Date for Review	Autumn 2026

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

Children and Families Act 2014

SEN Code of Practice 2015

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 following consultations with parents, staff and governors and will be reviewed annually.

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 (2015, p15)*

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’. 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’ *SEN Code of Practice (2015, p16)*

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

At Palace Wood Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance specific learning difficulties/dyslexia, speech and language needs, autism, learning difficulties and social, emotional and mental health difficulties. 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.

Decisions on the admission of pupils with a Education, Health and Care plan 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 SEN

At Palace Wood Primary School we monitor the progress of all pupils and hold meetings with teachers to review attainment and progress. There is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils.

The majority of pupils will make progress but 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.

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 identify the possible cause of the learning difficulty. At Palace Wood Primary School we use the following assessment tools:

- British Picture Vocabulary Scale
- Dyslexia Screening Assessments (Dyslexia Portfolio GL assessment)
- Speech Link
- Language Link
- Boxall Profile

The school also has access to external advisors such as Speech and Language Therapists and Educational Psychologists who are trained to use more specific assessment tools, or specialist teachers who may observe a child and offer advice and support to the school.

The purpose of this more detailed assessment 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 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 special educational provision for the pupil which is additional and different to what is normally available.

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 is made, 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

Methods of evaluating the success of the schools SEN Policy and provision for pupils with SEN include:

- Monitoring of Teaching and Learning by the Leadership Team, SENCO and Subject Leaders
- Analysis of pupil data for both whole cohorts and individual children
- Analysis of SATs results
- Monitoring by the governing body and the named SEN governor
- School Improvement Plan

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 and monitored by their class teacher. In addition to this, pupils with special educational needs may have assessments of expressive vocabulary, reading age, spelling age or to identify other possible barriers to learning. For the assessments we use at Palace Wood Primary School, refer to the list in section 2.

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

High quality teaching, differentiated 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 (2015, 6.37)*

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

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

All teachers are teachers of SEN, and teachers receive support from the SENCO and outside agencies (when necessary) to adapt the learning environment and curriculum to meet the needs of all learners. At Palace Wood Primary 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 Education, Health and Care Plans.

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 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 SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. High Needs Funding replaced Individually Assigned Resources (IAR) from 1 April 2015. This process only applies for pupils with a high level of Special Educational Needs in mainstream schools. Pupils requiring additional funding will be experiencing a combination of substantial or severe difficulties in the areas of communication, cognitive development, social emotional & mental health, physical difficulty and/or sensory impairment. It is likely that the vast majority of pupils requiring HNF will have an Education, Health and Care Plan (EHCP). However, more funding may be required for those without an EHCP who require a high level of individualised intervention in school. This funding is sought through Community meetings and using resources from our neighbouring schools.

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 Palace Wood Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to 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 Palace Wood Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills.

For some pupils with the most need for help in this area we also can provide the following list e.g. emotional support time with Mrs H our nurture TA, external referral to NELFT, referral to our Emotional Wellbeing Team practitioner and safe spaces for pupils to use when dysregulated.

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

The SENCO at Palace Wood Primary School is Rebecca Tye, who is a qualified teacher and is working towards her accreditation of the National Award for SEN Co-ordination.

Miss Tye works Monday-Thursday and is available on 01622 750084 or senco@palacewood.kent.sch.uk

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 received training about a wide range of SEN identification and strategies to overcome specific barriers to learning.

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 Educational Psychology Service, Speech and Language therapy team and using resources through our community of schools.

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 seek to purchase it using the notional SEN funding, or arrange to loan it. 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

Parents will be kept informed about the progress that their child is making. They will be notified by letter when their child is included on the SEN Register. Consent forms will always be sought before discussing a child's progress with an outside agency. Parents can discuss their child's progress and wellbeing with the class teacher and/or SENCO at formal Parent's Evenings or at other times arranged to suit all parties concerned.

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 consulted about and 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

If a complaint cannot be resolved through discussion with the teacher, SENCO or Headteacher, then procedures outlined in the school's Complaints Policy will be followed.

10 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 as well as 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

11 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 Palace Wood Primary School we work closely with the educational settings used by the pupils before they transfer to us and hold transition meetings where necessary.

We also contribute information to a pupils' onward destination by providing information to their next school.

Some pupils need to have additional transition arrangements in place such as extra visits. We seek to work with parents/carers and outside agencies to ensure that transitions are as smooth as possible.

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

The local authority's local offer is published on [SEND information hub - Kent County Council](#) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.