



## **West Malling CE Primary School and The McGinty Speech and Language SRP**

### **SEN & Disability Policy/SEN Information Report**

**June 2025**

#### **Approval Arrangements**

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

**This is a Level 2 Policy against the Trust Governance Plan.**

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|-----------------------|------------------|
| <b>Review Body:</b>   | <b>LGB</b>       |
| <b>Approved:</b>      | <b>June 2025</b> |
| <b>Next review:</b>   | <b>June 2026</b> |
| <b>Review Period:</b> | <b>1 year</b>    |

This policy was approved by the LGB for implementation on the date above and supersedes any previous SEND Policy and Information Report.

## 1. Introduction

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 the following school policies: Accessibility Plan, Behaviour Policy, Equality Objectives, Safeguarding and Child Protection Policy, Complaints Procedure.

This policy was developed following consultation with parents/carers, school staff, representatives from the governing body and parents of children with special educational needs, and will be reviewed annually.

West Malling Church of England Primary School and the McGinty Speech and Language SRP is committed to letting each child “let their light shine” (Matthew 5 v 16) in line with the school’s vision, and to enabling our children to live “life in all its fullness” (John 10 v 10). We want all children to flourish, and recognise that for some children, we need to make an additional commitment and adaptations to provision so that they can overcome learning difficulties or disabilities and be fully included within our school community.

### **Definition of Special Educational Need (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, p 15)*

## **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)*

## **2. The kinds of special educational need for which provision is made at the school**

At West Malling CE Primary School and The McGinty Speech and Language SRP we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care (EHC) Plan, for instance dyslexia, dyspraxia, speech and language, autism, learning 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.

The school also currently meets the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need: speech and language needs; communication and interaction needs, including autism; social emotional and mental health; cognition and learning, including Down Syndrome; physical needs, including visual impairment. 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 an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### **The McGinty Speech and Language SRP**

The McGinty Speech and Language SRP is an integral part of our school and is the local authority’s Specialist Resource-based Provision (SRP) for pupils aged 4-11 with an Education, Health and Care Plan indicating their primary need as a severe speech and/or language disorder (Developmental Language Disorder) that requires specialist provision including direct speech and language therapy and specialist teaching within their educational setting. Such a diagnosis is made for children who are within normal non-verbal ability range or above, who have good communicative intent and whose needs are not secondary to emotional, social, sensory or autistic spectrum needs.

The pupils attending characteristically possess strong visual skills, upon which specialist staff capitalise to compensate for auditory processing and disordered language abilities. Most pupils with developmental language disorder also experience associated learning needs, which may include one or more of the following: fine and/or gross motor dyspraxia, sensory processing needs, AD(H)D (attention deficit (hyperactivity) disorder), dyscalculia (numeracy specific needs) and dyslexia. The learning environment is highly multisensory, including comprehensive signing, symbols, shape-coding, assistive information technology and a great emphasis on first-hand experience. Pre-teaching of vocabulary, overlearning and backwards chaining of skills for very structured, systematic and small steps learning and teaching, are all key elements of the SRP’s provision.

Pupils attending the McGinty Speech and Language SRP are full members of their mainstream classes, spending time together for learning in certain subjects, at break and lunch times, as well as for daily Worship and special class events. SRP pupils mostly work in the SRP for learning and teaching of core curriculum subjects during the mornings. During the afternoons, pupils will transition between the SRP and their mainstream classes as appropriate to their needs, supported by additional SRP staff as necessary. Speech and language therapy and specialist focused small group learning are central to the integrated specialist provision.

The majority of pupils will develop their abilities to access increasing levels of mainstream learning, and with the aim that at some point in their educational lives, they will no longer require specialist provision.

### **3.Information about the policy for identification and assessment of pupils with SEND**

At West Malling CE Primary School and The McGinty Speech and Language SRP 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 including Language Screen in Year R, Year 1 Phonics Screening and Dyslexia Screener in Year 3.

Where progress is not sufficient, even if a 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: paired reading, 1:1 catch-up and focus groups in reading, writing and maths. Additional support is shown on the class's Provision Map. Advice is given to parents offering specific guidance for supporting their child at home.

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 of assessment tools to determine the cause of the learning difficulty. At West Malling CE Primary School and The McGinty Speech and Language SRP we are experienced in using the following assessment tools: Speech Link, Language Link, Dyslexia Gold, Dynamo Maths. Additionally, we have access to external advisors, such as the Specialist Teaching and Learning Service, Educational Psychology Service and Speech and Language Therapy Service who can provide further assessment.

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, put into a SEN support plan if appropriate 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 changed, 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.

**4. 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 SEN 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.

The *SEN Code of Practice (2015, 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 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. 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 three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at West Malling CE Primary School and The McGinty Speech and Language SRP are indicated in section 2. Using these it will be possible to see if pupils are increasing their knowledge in key areas.

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**

High quality teaching, adapted where necessary, 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. The school regularly and carefully reviews 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)*).

At West Malling CE Primary School and The McGinty Speech and Language SRP the quality of education has been judged by OFSTED to be good (January 2023).

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

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf)

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf)

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 / use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

#### *d How the school adapts the curriculum and learning environment for pupils with special educational needs*

At West Malling CE Primary School and The McGinty Speech and Language SRP 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.

Research underpinning the Education Endowment Foundation's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches are particularly well-evidenced as having a positive impact and are used daily and flexibly at West Malling CE Primary School and The McGinty Speech and Language SRP in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1. Explicit instruction: Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
2. Cognitive and metacognitive strategies: Managing cognitive load is crucial if new content is to be transferred into students' long-term memory, with new knowledge being introduced in small, sequential steps.
3. Scaffolding: Supportive tools and resources are provided to enable completion of a task, with the aim of providing less support of this nature throughout the course of the lesson, week or term.
4. Flexible grouping: Groups are allocated temporarily, based on the current level of mastery of a particular concept.
5. Using technology: Technology can be used by a teacher to model worked examples; it can be used by a student to help them learn, to practise and to record their learning.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we have recently made the following improvements as part of the school's accessibility planning: curriculum development work to ensure a high-quality, knowledge-rich, sequenced curriculum in all subjects; Good Autism Practice training for all staff provided by the Autism Education Trust. Aspects of school planned to be developed and enhanced include: redesign/reconfiguration of the ICT suite and library; provision of sensory room; continued development of additional specific curricula for individual students; continuing professional development for support staff linked to the Mainstream Core Standards.

*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 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. 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. Where provision exceeds this amount, the school is able to approach the Local Authority for further support.

*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 West Malling CE Primary School and The McGinty Speech and Language SRP 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.

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

At West Malling CE Primary School and The McGinty Speech and Language SRP 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 the delivery of the R(S)HE curriculum through the Jigsaw programme) and 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 the following: time-out space for pupil to use when upset or agitated; Time to Talk with Mrs White (Families & Community Manager); dedicated sessions with Mrs McConnel, trained Emotional Literacy Support Assistant (ELSA); and external referral to School Nurse Service or CAMHS.

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.

## **5.The name and contact details of the SEN Co-ordinator**

The SENCO at West Malling CE Primary School and The McGinty Speech and Language SRP is Gemma Hawken, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Gemma Hawken can be contacted on 01732 842061 or [ghawken@west-malling.kent.sch.uk](mailto:ghawken@west-malling.kent.sch.uk).

## **6. 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**

In school advice and expertise can be sought from Gemma Hawken, SENCO and Sophie Ogden, Teacher in Charge of the McGinty Speech and Language SRP, who have received enhanced and specialist training.

Sophie Ogden holds the National Award for SEN Co-ordination and a postgraduate qualification in 'Language and Communication Impairment in Children'.

Expertise is also developed through school staff observing and working alongside other experienced colleagues modelling good practice. Advice and resources are regularly shared between specialist staff in The McGinty Speech and Language SRP and mainstream colleagues.

Outreach and external agency support from the Specialist Teaching and Learning Service is accessed through Local Inclusion Forum (LIFT) as required.

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: Specialist Teaching & Learning Service including outreach from Special schools, Educational Psychologist, Speech and Language Therapists and local support groups, for example 21 Together. The cost of training is covered by the notional SEN funding.

## **7. 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, the school will consider the feasibility of purchasing it using the notional SEN funding, or try to seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

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

All parents of pupils at West Malling CE Primary School and The McGinty Speech and Language SRP are invited to discuss the progress of their children on three occasions a year 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, 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. When a pupil requires intensive and personalised support over and above the school's universal offer (including quality first teaching) they may be identified as having special educational needs. The parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

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.

#### **9. 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.

#### **10. 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 West Malling CE Primary School and The McGinty Speech and Language SRP are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body and following the school's complaints procedure.

If the complaint is not resolved after it has been considered by the governing body and Tenax Schools Trust, 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 Authority. Complaints which fall within this category cannot be investigated by the school.

**11. 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
- A Service Level Agreement with Speech & Language Therapy Services for 6 days per year (speech & language therapist) and 1 session per week (associate practitioner)
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO e.g. county wide SENCO forum, NASEN

**12. 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 2015, 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](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

**13. 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 West Malling CE Primary School and The McGinty Speech and Language SRP 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. This is achieved through: visits to

pre-school settings, liaison with pre-school SENCO and early years specialist teaching service, and transition meetings with parents/pre-school staff/professionals.

We also work closely with the educational settings when pupils move from primary to secondary school, providing information through liaison and transition meetings with the SENCO/transition manager/head of year group. School takes part annually in the SEMH and ASD Transition projects organised by the specialist teaching and learning service, which starts in Year 6 and follows children through to Year 7. Additional visits to secondary schools can be arranged for pupils who need further preparation for transition.

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

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